DOCUMENT RESUME

ED 276 052 CS 210 162

TITLE A Guide to Curriculum Development in Language Arts.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE Sep 86
NOTE 103p.; Developed with the aid of a statewide Language Arts Curriculum Coordinating Committee.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Classroom Environment; Communication (Thought Transfer); *Communication Skills; *Curriculum Development; Curriculum Guides; Elementary Education; *English Curriculum; *Language Arts; Learning Activities; Program Evaluation; Teaching Guides; Teaching Methods

ABSTRACT

Focusing on integrating the teaching of language arts through varying functions of language, communication modes and audiences, this curriculum guide emphasizes the importance of a language rich environment which will enable students to understand the purposes and power of language and to use it confidently and creatively. The guide provides structure and direction for building on existing curricula at the district level. Emphasis is placed on empowering classroom teachers to make decisions that meet the individual needs of their students. The presentation on curricular organization and integration in the language arts argues that simply listing subskills to be introduced and mastered at specified levels is inappropriate. Examples of oral, written and visual communication used in and out of school are outlined, as are communication acts used by composer and comprehender in five functions of language. Teacher strategies for designing integrated language arts learning experiences are presented, including numerous examples of possible student activities. Guidelines for evaluating language arts programs are provided. Appendices include (1) an outline of ways to both implement and evaluate the curriculum model at the local level, (2) a form for mapping present curricula, and (3) a list of professional organizations. A 46-page annotated bibliography of materials cited in the ERIC data base, together with a form for obtaining followup materials concludes the document. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED276052

A GUIDE TO CURRICULUM DEVELOPMENT IN LANGUAGE ARTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Iowa Dept. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OS 210 162

Curriculum Coordinating Committee Report
Iowa Department of Education

Others in this series of curriculum guides:
Arts, Foreign Language, Mathematics, Science and Social Studies

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Lucas DeKoster, President, Hull
Dianne L.D. Paca, Vice-President, Garner
Betty L. Dexter, Davenport
Thomas M. Glenn, Des Moines
Karen K. Goodenow, Wall Lake
Francis N. Kenkel, Defiance
John Moats, Council Bluffs
Mary E. Robinson, Cedar Rapids
Harlan W. Van Gerpen, Cedar Falls

ADMINISTRATION

Robert D. Benton, Director of the Department of Education
Mavis Kelley, Administrative Assistant
James E. Mitchell, Deputy Director

Instructional Services Division

Carol McDanolds Bradley, Administrator
A. John Martin, Chief, Instruction and Curriculum Bureau
Paul Spurlock, Assistant Chief
Lory Nels Johnson, Consultant, Language Arts
Carol Alexander Phillips, Consultant, Reading

Publications Staff

Lisa Bartusek, Information Specialist
Tonya Cox, Graphic Artist
Carl Rejba, Graphic Artist

September 1986

C O N T E N T S

FOREWORD v

PREFACE. vii

ACKNOWLEDGEMENTS viii

LANGUAGE ARTS CURRICULUM COORDINATING COMMITTEE. ix

RATIONALE/PHILOSOPHY/GOALS

Rationale. 3
Philosophy 5
Goals of an Integrated Language Arts Curriculum (K-14) 7

SCOPE/SEQUENCE/STRATEGIES

Scope and Sequence 11
Curricular Organization and Integration 11
Teacher Strategies for Designing
Integrated Language Arts Learning Experiences 20

EVALUATION

Evaluating Language Arts 57

APPENDICES

Appendix A: Ways to Implement the Curriculum Model
at the Local Level. 63
Appendix B: Ways to Evaluate the Curriculum Model
at the Local Level. 69
Appendix C: Form for Mapping Present Curriculum 73
Appendix D: Professional Organizations. 75

BIBLIOGRAPHY

Bibliography 77

FOREWORD

P R E F A C E

To read this curriculum model by yourself is to miss the dynamic discussion that will emerge through sharing it with one of your colleagues. Likewise, to read only selected segments of this guide will interfere in the development of a holistic perspective. Ideally, you will be introduced to this model by someone who helped write it or by someone who has worked through it carefully.

This curriculum model focuses on integrating the teaching of language arts through varying functions of language, communication modes, and audiences. The intent is to develop a process to guide students in understanding the purposes and power of language. This guide provides structure and direction for development in a local district, building upon the curricula already in place. Emphasis has been placed on empowering classroom teachers to make decisions which meet the individual needs of their students.

A C K N O W L E D G E M E N T S

As a committee, we wish to express our appreciation to Gretchen Kelley and Carol Simmons for their able secretarial assistance.

LANGUAGE ARTS CURRICULUM COORDINATING COMMITTEE

This publication was developed with the aid and advice of a 17-member committee of language arts professionals from around the state. As representatives of the readers and users of the model, they helped to ensure that this publication reflects the needs and views of those who will use it.

Rebecca Bancroft
Elementary Teacher
South Tama Intermediate School
Tama

Judy Beckman
High School Teacher
Price Lab School — UNI
Cedar Falls

Mary Bozik
Professor
University of Northern Iowa
Cedar Falls

Marllys Brosamle
Elementary Teacher
Galva-Holstein Elementary School
Holstein

Ken Cutts
Language Arts Consultant
Area Educational Agency 7
Cedar Falls

Cicily Dennis
Reading/Language Arts Coordinator
Southeast Polk Schools
Runnells

Beatrice A. Furner
Professor
University of Iowa
Iowa City

Keith Goedken
High School Teacher
St. Edmonds High School
Fort Dodge

Richard Hanzelka
Language Arts Consultant
Area Education Agency 9
Bettendorf

Robert Himes
Generalist
Area Education Agency 3
Cylinder

Joyce Huizer
Professor
Central College
Pella

Lory Nels Johnson
Language Arts Consultant
Iowa Department of Education
Des Moines

Ross Klongerbo
High School Teacher
Maquoketa Valley High School
Delhi

Barbara Martin
Transitional School Teacher
Harding Transitional School
Des Moines

Marge Pellersels
Elementary Teacher
Sac City Elementary School
Sac City

Carol Alexander Phillips
Reading Consultant
Iowa Department of Education
Des Moines

Joel Shoemaker
Middle School Teacher
Tilford Middle School
Vinton

Dana Wall
Language Arts Consultant
Area Educational Agency 12
Sioux City

Nancy Winter
Junior High Teacher
Spirit Lake Junior High School
Spirit Lake

R A T I O N A L E

P H I L O S O P H Y

G O A L S

RATIONALE

Since a child enters school already using language, the focus of language arts is to help that child continue to learn language, learn through language, and learn about language. This growth is fostered as language is used for real purposes and with real audiences. Language development is a continuous, lifelong process. When occurring in holistic and natural contexts, the study of language will increase a student's awareness of language functions and lead to effective language use.

The language arts are basic to learning in all disciplines. Students use language expressively and receptively in language arts courses and across the curriculum. Effective programs help students use language interactively for all of its functions, differing purposes, and varying audiences. As a child engages in creative, logical, and critical thought, the link between language and thinking becomes evident. When learning experiences focus on meaningful uses of language, children acquire a powerful tool for thinking and learning. This ability to effectively communicate and reason significantly affects each individual's educational, social, and vocational success.

Integration is essential to the language arts. This process focuses on communication situations in speaking, visual expression, writing, listening, viewing, and reading. An effective integrated language arts curriculum is language-oriented and student-centered. An integral part of this curriculum is students' use and enjoyment of language. This approach beckons students to engage, to explore, and to discover the power and joy of language.

BACKGROUND

Framework: Integrating Language Arts (Iowa Department of Public Instruction, 1981) emphasizes the importance of a research-based approach to integrating the language arts. This curriculum model represents an extension of the thinking behind Framework and its emphasis on integration. It is based on research from the National Council of Teachers of English, the International Reading Association, the Speech Communication Association, ERIC documents, and other sources. Research will continue to expand what is known about language development, and for that reason, this model must be seen as dynamic and flexible.

USING THIS MODEL

Why do curriculum guides sit on shelves gathering dust? Why are they seldom, if ever, used by teachers in planning learning experiences?

One of the reasons, undoubtedly, has to do with how different the guide is from the normal, daily realities of lesson planning and teaching. Goodlad (1977) used these terms to define different curricula: "ideal" what scholars believe should be; "formal" what a controlling agency has prescribed; "perceived" what teachers believe they are teaching; "operational" what an observer would actually see in the classroom; "experiential" what the students believe they are learning. Once teachers are faced with students and their needs, the "ideal" or "formal" curriculum can become impractical or unwieldy and is often abandoned in favor of the "perceived" or the "operational" curriculum.

Another reason that curriculum guides gather dust is because they include long lists of skills and subskills to be taught. Then with labels such as introduced, emphasized, mastered, and continued, these bits and pieces are classified like sequential steps on a ladder. The arbitrary assignment of skills to a grade level is unworkable because it seldom fits the development of children and is inconsistent with the instructional sequence of the various language arts materials used in the classroom.

This curriculum model differs from a traditional "formal" curriculum in that it presents a way of looking at and thinking about the language arts and their integration rather than presenting only a list of skills and test items. This model lays out the philosophy and goals of a language arts curriculum. Rather than assigning a prescriptive grade level mandate, it requires teachers to consider the interrelatedness within the language arts. It guides teachers to use those relationships to teach more effectively.

As the staff members in a local school district study the model and become involved in curriculum development described in the appendix, they will move toward a better understanding of the language arts. With this common ground achieved, a staff can collaborate on local curriculum planning at the "operational" rather than the "formal" level. An effective curriculum is a process and not a product. As a process, it becomes a dynamic activity, bringing language arts teachers together in a common bond of effort. It encourages them to make their operational decisions confidently, because they know that they are working within a system of commonly held beliefs about the nature of language learning.

In this curriculum model, process and not product is emphasized. Therefore, change is inherent. Curriculum change should involve more than rearranging current instructional topics and activities. Real curriculum change occurs through the operational decisions that teachers make based on a vision of commonly held beliefs about the language arts. Improved language arts instruction will result from the local curriculum development processes this model stimulates, not from the model itself.

PHILOSOPHY

Language is a process of social interaction. It develops from a need to communicate and is the process through which humans learn about themselves and about their world. Through language, individuals are able to interact with others, sharing thoughts, feelings, and experiences.

Language learning develops as the young child explores his or her immediate environment and interacts with the persons in it. Children enter school already using language, and their language competence continues to expand and develop both within and outside the school environment. Children learn language at differing rates. Thus, each language learner's interest is heightened and success in the development of communication skills is enhanced in a positive learning environment — an environment where both student and teacher responses are sought and respected, where learning builds on prior knowledge, and where active learner involvement is constantly evident.

Language arts as a school program begins with the existing language capacities of individual students and involves the interactive processes of composing (speaking, expressing visually/nonverbally, writing) and comprehending (listening, viewing, reading). Language and thinking are inherent in these processes (see Diagram 1). The curriculum for language arts should be a flexible program combining both preplanned and spontaneous activities which integrate all aspects of language use and encourage creative, logical, and critical thinking. As students use language expressively and receptively in language arts classes and across the curriculum, they continue to learn language, learn through language, and learn about language. Each individual's educational, social, and vocational success will be significantly affected by the ability to communicate effectively. Consequently, school programs must empower individual students to achieve their full linguistic potential.

Educational equity is an important part of language arts programs. The people in our society represent a complex mix of both sexes, many ethnic groups, multitudes of physical differences, a diversity of religious beliefs, and varying political philosophies. Instruction in the language arts should reflect this diversity.

The language arts teacher must establish a learning environment which is free of sexist and culturally biased patterns. No statement in this book should be construed as applying particularly to any individual or group on the basis of sex, religion, ethnic group, or physical or cultural difference.

GOALS OF AN INTEGRATED LANGUAGE ARTS CURRICULUM (K-14)

The purpose of the language arts curriculum is to provide an environment rich in language where students use language confidently, independently, creatively, and purposefully for both personal and practical functions. Specifically, an integrated language arts curriculum helps students:

1. use language for such communicative functions as imagining, feeling, controlling, informing, and ritualizing.

2. think creatively, logically, and critically.

3. develop the ability to use the interactive processes of composing and comprehending in varying modes (oral, written, and visual/nonverbal) and with various audiences.

4. vary language according to purpose, situation, and audience.

5. develop awareness of the flexibility of language and an appreciation for language as it functions in each individual's life.

6. extend personal and cultural awareness of self and others.

7. develop the ability to use language which is nonsexist and reflects respect for diverse individuals and groups.

8. experience pleasure in literature which will foster habits of lifelong reading.

9. find satisfaction in the use of oral and written language.

Specific objectives in the language arts program should be based on these broad goals and should be consistent with them.

S C O P E

S E Q U E N C E

S T R A T E G I E S

SCOPE AND SEQUENCE

"Scope and sequence" generally connotes a grid listing subskills and concepts to be introduced and mastered at specified levels. But such a listing is not appropriate for an effective language arts curriculum. An effective language arts curriculum must give students the opportunity to interact in meaningful situations and to learn to understand the intricacies and beauties of language. This curriculum model reflects the philosophy that teachers must organize and integrate the language arts curriculum to create those opportunities.

CURRICULAR ORGANIZATION AND INTEGRATION IN THE LANGUAGE ARTS

Use of language for thinking and communication is a basic human capacity. Because every situation that involves the use of language can provide an opportunity for growth, expanding competence in language results from interaction in meaningful situations. Since children enter school with the ability to use language with members of their primary culture and with an intuitive understanding of the structure and functions of language, an appropriate model for curricular organization in language arts is a series of concentric circles radiating from the individual (see Diagram 2). Over time, the individual expands facility in the use of language for thought and personal understanding; increases competence in the processes of composing and comprehending for varying functions through visual, oral, and written modes; and grows in awareness and appreciation of language. Such outcomes are neither linear nor sequential. Rather, as illustrated in Diagram 2, they are global and continuous.

In the communication model in Diagram 2, the inner circle represents the basic capacities each individual possesses. The three outer circles represent the elements of the communication process: language function, communication mode, and audience. When the outer circles are rotated, they offer the possible communication situations that persons encounter lifelong. Only the outer circle is age-level dependent. As students mature socially and emotionally, growth in ability to communicate with larger and more impersonal audiences can be expected to develop. An effective language arts program, K-14, should involve students in the full range of communication situations in order to extend and expand their communication abilities.

Table 1

EXAMPLES OF ORAL, WRITTEN, AND VISUAL COMMUNICATION
USED IN AND OUT OF SCHOOL

A. Oral Communication (Speaking, Listening)
   1. Conversation
   2. Discussion
   3. Greeting/social interaction
   4. Introduction
   5. Interview
   6. Debate
   7. Dramatization
   8. Public speaking
   9. Reading prose, poetry, plays
   10. Mass media
   11. Directions
   12. Reports
   13. Announcements, messages, explanations
   14. Personal stories, jokes
   15.
   16.

B. Written Communication (Writing, Reading)
   1. Journals/personal learning logs
   2. Personal narratives
   3. Letters
   4. Reports
   5. Fiction--prose, poetry, plays
   6. Nonfiction--autobiography, biography, editorial, essay, history
   7. Directions
   8. Announcements, messages, explanations
   9. Minutes
   10. Forms--creating, filling in, interpreting
   11. Signs, labels, diagrams, graphs, tables
   12. Notes
   13. Outlines - to organize or to remember
   14.
   15.

C. Visual Communication (Expressing visually/nonverbally, Viewing)
   1. Facial expression
   2. Gesture
   3. Pantomime
   4. Eye contact
   5. Clothing
   6. Color
   7. Movement
   8. Sign language
   9. Visual arts
   10. Electronic media
   11. Signs, diagrams, graphs, tables, trademarks
   12. Artifacts
   13.
   14.

In guiding students' growth, it is important to note that all communication requires use of both composing and comprehending processes and skills. The composing process includes conceptualization and presentation. Often incubation and revision are involved as a message is shaped to fit the purpose, audience, and situation. Presentation can take the form of personal thought, oral expression, nonverbal expression, and graphic representation. The comprehending process includes attending, perceiving symbols and responding to them, interpreting to shape meaning and attach personal significance, and evaluating and applying the derived message.

The oral, written, and visual modes are used in the composing and comprehending processes, either singly or in combination, to fulfill one or more of the communication functions. In face-to-face conversation, for example, speaking and nonverbal expression (gesture, facial expression, and vocal cues) are used interactively with listening and viewing to ritualize, inform, and express feelings. Similarly, in a political cartoon designed to inform and persuade, visual and written graphics may be combined by the artist and must be interpreted and integrated to be comprehended by the viewer or reader. Table 1 contains a list of oral, written, and visual communication contexts commonly used both in and out of school.

Diagram 2 and Table 1 can help curriculum planners ensure that students have opportunities to use language for all of its functions in various modes and contexts. Only through use can facility with language be expected to develop.

These 12 characteristics of an effective language arts program should serve as guidelines for curricular organization and integration:

1. Learning experiences within the language arts emphasize the natural integration of the composing and comprehending processes and the oral, written, and visual modes.

2. Language experiences are integrated across the curriculum to ensure the development and use of language skills and concepts necessary to all subject areas.

3. Special attention is given to the "arts" in language arts since the use of language symbolically to shape and share experiences is characteristic of humans. Experiences in personal talk, creative drama and related arts, personal/expressive writing, appreciative listening and viewing, response to literature, and visual arts are emphasized at all instructional levels. These experiences provide for growth in the use of the feeling and imagining functions of language.

4. Language is learned most effectively through meaningful use rather than study. Therefore, instructional time in the language arts curriculum is devoted to holistic, in-context uses of language. Any direct examination of the grammar of language or its conventions grows from and is applied in real uses of language.

5. Language is used for a variety of functions in varying situations with diverse audiences. Therefore, curriculum planners ensure that the language arts and broader school curriculum afford learners the opportunity for expanded growth through the use of a broad range of functions in varying contexts (see Diagram 2 and Table 2).

6. Instruction in skills or concepts of language is based on observed student needs and is provided within a context of use. Such in-context instruction includes, but is not limited to, the language concepts listed here and the basic oral, written, and visual communication skills. The following are some concepts which lead to awareness and appreciation of language.

   a. A language is a system of symbols, verbal and nonverbal, which is created and used by a group of people.
   b. People use language to discover and convey thoughts, feelings, and experiences.
   c. A language may have several dialects or systematic variations used by particular groups of people.
   d. All languages and dialects serve the needs of their users.
   e. All languages and dialects have equal potential for thought and communication.
   f. Individuals vary their style of language to fit purpose, audience, situation, and mode of communication.
   g. Language is an arbitrary and continually changing system.
   h. Language is used for thought and for varying communicative functions: imagining, expressing feelings, controlling, informing, and ritualizing.
   i. Language is acquired through interaction in oral, visual/nonverbal, and written modes.

7. Two types of instruction are used in an effective language arts curriculum and as language skills and concepts are developed across the curriculum:

   a. One type of instruction, often called incidental instruction, capitalizes on the "teachable moment." As students identify needs through independent reflection, through interaction with peers, or through consultation with teachers, they are supported in the use of prerequisite understandings and abilities, in examination of models, and in guided application. Such guidance permits students to discover and use abilities which they are not yet able to control independently. Language facility grows through this support, as it does in all natural language learning situations. This approach might include responding to an individual student in a writing conference or drawing students' attention to a poet's use of rhythm to enhance their appreciation of the oral reading of a poem.

b. Direct skill or concept development instruction is scheduled to meet the observed needs of the learners. This approach is used when needs are recognized by teachers or students and when it is judged that, because of the present abilities of the students, an in-context lesson or unit can best meet their needs. Such lessons or units maximize student ownership and application. For example, a lesson on listening to directions might precede a science experiment or an art activity in which the ability to listen to directions is critical. Or, a unit on interviewing could be taught concurrently with students' recording of family histories or a social studies unit on local government in which interviews are used to gather information. A developmental unit rather than an in-context lesson is used when, in the teacher's judgment, the skill or concept has generalized application across the curriculum and when the learners have the prerequisites necessary for mastery at a significantly higher level of development.

8. Teaching which is based on observed needs of students in real uses of language ensures that language instruction fits the developmental level of students and provides for continuity and articulation.

9. Involving students in identifying learning needs and in meeting those needs through the help of peers and teachers builds confidence in language, mastery of skills of learning, competence in self-evaluation, and independence in learning.

10. Direct systematic instruction in skills, is preceded by use and is delayed until students demonstrate necessary cognitive/linguistic, affective, and psychomotor abilities. Direct instruction is accompanied by and linked with purposeful use and is terminated as soon as learners reach a level of independent mastery in basic abilities. Subsequent skill needs are met by less formal, more individualized approaches to instruction.

11. Students' needs for many language abilities are anticipated by mapping the planned curriculum. Whether these anticipated needs are provided for through incidental instruction or in a direct skill development lesson or unit depends on the teacher's evaluation of the needs of an individual or of the class. An effective guideline is to use the least direct or formal strategy which meets students' needs and is consistent with their developmental level.

12. Curriculum planners do not base instruction or evaluation of competence in the language arts on any prescribed sequence or set of instructional materials. Instruction and evaluation are determined by the classroom teacher based on the diagnosed needs of learners as they use language in varying situations.

Strategies for implementing these guidelines for curricular organization are contained in the next section.

Table 2

COMMUNICATION ACTS USED BY COMPOSER AND COMPREHENDER
IN THE FIVE FUNCTIONS OF LANGUAGE*

Communication Acts: Examples of the Five Communication Functions (based on the "speech acts" of Wells, 1973, pp. 32-44)

Control Function

1. wanting: "I want some more milk."
2. offer: "I'll help you fix it."
3. command: "Get my bike now!"
4. suggestion: "Let's read books."
5. formulation: "You're 'sposed to pick up your toys before you go."
6. permit: "You can play with my boat."
7. intend: "I'm going to the store."
8. query want: "You wanna play cards?"
9. query permission: "May I use your scissors?"
10. query intention: "Are you playing or not?"
11. promise: "I'll always defend you."
12. threat: "I'm gonna tell your mom."
13. warning: "You're gonna fall."
14. prohibition: "Don't touch my doll."
15. condition: "If you help me (I'll play ball too)."
16. contractual: "I'll give you some candy if you let me have that car."
17. command-verbalization: "Tell her about it," or "Stop talking right now."
18. assent: "Sure, O.K."
19. refuse: "No, I won't."
20. reject: "I don't want to go."
21. evasion: "We'll see," or "I don't know."
22. query justification: "Why did you do it?"
23. justification: "Because my mom told me to," or "It's naughty to do," or "Children aren't allowed to do that."

*Specific examples for the communication acts are based on oral communication situations. However, the acts also apply to the written and visual/nonverbal modes.

Feeling Function

1. exclamation: "Wow!" or "Nuts!"
2. expression of state [/] attitude: "I feel just terrible today," or "I really don't like that program."
3. query state / attitude: "How do you feel now?" or "What do you think about 'Popeye'?"
4. taunt: "You're a real baby."
5. challenge: "I bet I can stay up later than you."
6. approval: "You had a nice idea."
7. disapproval: "You did a silly thing."
8. cajole: "You know how--come on."
9. congratulate: "Good for you!"
10. commiseration: "I'm sorry you were hurt."
11. endearment: "I'm your best friend."
12. tale-telling: "And then he hit me with the truck and . . ."
13. blaming: "John broke the glass, not me."
14. query blame: "Who wrote on the wall?"
15. command to apologize: "Say you're sorry."
16. apology: "I'm sorry I broke your picture."
17. agree: "I hate him too."
18. disagree: "I think you're wrong—he's nice."
*19. reject: (same as control)
*20. evasion: (same as control)
21. condition: "I'd like her if she was nice to me."
*22. query justification: (same as control)
*23. justification: (same as control)

Informing Function

1. ostension: "That's (pointing) the car I like."
2. statement: "I never hit other people."
3. question-positive/negative: "Is that your car?"
4. content question: "Who runs fastest in your neighborhood?"
5. why question: "Why does he always win?"
6. query name: "What's that thing called?"
7. response: "Bill runs the fastest."
8. affirm: "You're right."
9. deny: "No, you're mistaken."
10. reject: "No, it's not terrible."
*11. evasion: (same as control)
*12. condition: (same as control)
*13. justification: (same as control, but wider in scope—includes all supporting material)

Ritualizing Function

1. greetings: "Hi, how ya doin'?"
2. farewells: "See you tomorrow."
3. turn-taking: "And what do you think?" or all nonverbal cues signalling the back and forth flow in conversation.
4. call: "Nancy . . ."

* Refer to Control Function list for the example(s).

5. availability response: "Yeah? You called me?"
6. request to repeat: "Say that again."
7. repeat: "I said, 'Give it to me.'" (other rituals include: introducing someone, welcoming a person, acknowledging another's new status, and so on.)

Imagining Function

1. commentary: "And then the old man put his can down . . ."
2. expressive: "Wow, you sure are a pretty doll!"
3. heuristic: "When the sun goes out, then it gets dark and then the moon appears."

Other imaginary sequences, as in role playing, follow the communication acts for all other functions.

NOTE: From Development of Functional Communication Competencies: Pre-K - Grade 6 (appendix) by B. S. Wood (Ed.), 1977, Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and Speech Communication Association. Reprinted with permission.

TEACHER STRATEGIES FOR DESIGNING INTEGRATED LANGUAGE ARTS LEARNING EXPERIENCES

This section provides a guide for designing learning experiences and examples for classroom use based on the "Model of Communication" (Diagram 2). The examples are intended to help teachers take a more fully integrated approach to teaching the language arts.

The process involved in integrating the language arts begins by examining what is already taught to determine what individual capacities, language functions, communication modes, and audiences are involved in learning experiences. It is probable that a teacher will recognize a number of individual capacities, language functions, and communication modes implicit in most activities. The key to more fully integrating the language arts involves developing ways to expand the number of communication modes and language functions encompassed by learning activities, as well as extending the range of audiences students encounter.

To begin this process, a teacher needs to identify a particular strategy currently being used. Some of the questions which should be asked as the teacher approaches this process are:

- What am I teaching now?
- How am I teaching it?
- What are the purposes of the present learning experience?
- How should these purposes be expanded to enhance whole language use?
- What communication processes and skills will students use in fulfilling these purposes?
- What activities can be added to this learning experience to more fully integrate individual capacities, language functions, communications modes, and audiences?
- How am I currently evaluating these activities?
- How might other evaluation procedures be used to assess student learning?

As an illustration, a particular teacher might currently be teaching a number of language arts modes in relative isolation, such as reading through the analysis of advertising, speaking and listening through debates, writing through composing letters, and viewing and visual expression through the design and creation of posters. Using the Model of Communication (Diagram 2), this teacher could integrate these language arts modes by recognizing a language function presently used as a focus for those isolated modes. Then the teacher would consider possible extensions in language functions, communication modes, and audiences.

For example, the controlling function could serve as the focus for these learning activities, with the students analyzing the persuasion used in tobacco advertising, holding debates on the hazards of tobacco use, writing letters to parents or others persuading them not to use tobacco, and making informational posters depicting the dangers of tobacco use. These activities integrate the informative and feeling functions with the control function. Furthermore, they give experience with different audiences. This integration process allows students to understand the purposes and to discover the power of language.

To assist users in exploring the possible interactions in the Model of Communication (Diagram 2), 15 examples are included. Each of the 15 examples identifies one or more of the language functions as a focus. These examples provide an entry point to the diagram for those new to it. They do not suggest that the language function circle is more important than the other circles (individual capacities, communication mode, or audience), nor that language functions are used in isolation. They are, in fact, generally used in combination, even though one or two language functions may be central to a given communication act.

In using these examples teachers are encouraged to use Diagram 2 to identify the integration found in the student activities described and to suggest other possible activities and integrations found in their present curriculum. In studying Example 1 consider the following questions:

- Why does problem solving involve the imagining function? What other functions does it involve?
- What individual capacities, language functions, communication modes and audiences are involved in Activity 1? Activity 2? Etc.
- What modifications do these activities suggest for what I currently teach?
- What other activities can I add to this example?

Similar questions should guide the examination of each of the other 14 examples. It is suggested that teachers discuss their reactions to these examples with colleagues. This interaction will facilitate identification of ways in which learning experiences currently used integrate the components of the communication process and of possible extensions or needed revisions in the existing curriculum.

SUGGESTED FORMAT FOR CLASSROOM USE: INTEGRATING THE LANGUAGE ARTS
(Use "Model of Communication," Diagram 2, page 12.)

Focus:

Strategy:

Purposes: 1.

2.

3.

4.

Possible Student Activities To Implement the Communication Processes	Modes
1.	
2.	
3.	
4.	

Example 1

Focus: Imagining Function

Strategy: Problem Solving

Purposes:
1. To put ideas together to create new solutions
2. To look at old things in new ways
3. To ask appropriate questions in seeking solutions
4. To foster curiosity and creativity
5. To recognize that many of our boundaries or limits are self imposed
6.

Possible Student Activities To Implement the Communication Process	Modes
1. Read a science fiction selection in which futuristic inventions are featured. Discuss the inventions and need for new ideas. Draw a picture of an invention that would aid modern society. Write a paragraph describing and explaining the invention.	reading viewing vis. expr. writing speaking
2. Read a mini-mystery from any collection and stop before revealing the solution. Discuss what types of information would be needed to solve the crime. Discuss deductive reasoning and how to put facts together to draw conclusions. Ask questions about the case that can be answered with a "yes" or "no" for a five-minute period, deducing a solution for the case.	reading speaking listening
3. Make a short list of very ordinary objects and, after brainstorming, create new and unusual uses for them. Read the following scenario or a similar one created by the teacher or small groups of students, and respond in writing: "You are stranded on an island with only a coffee can, a piece of string, a safety pin, and tin foil. How would you best use these items to survive?"	speaking writing listening
4. Use logic problems that involve moving figures and mentally rearrange the objects to come up with a solution. As an example: "There are ten pennies in a triangular formation; by only moving three pennies, invert the triangle."	viewing speaking listening writing
5.	

Example 2

Focus: Imagining Function

Strategy: Fantasy

Purposes:
1. To understand and enjoy fantasy writing
2. To give an original presentation to a group
3. To use imagination in composing
4. To accept responsibility for independent study and original activities
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Choose and read fantasy stories or books. Share and react to the different stories through creative dramatics, drawings, or oral reports.	reading speaking listening viewing vis. expr.
2. Brainstorm fantasy activities and situations. Write a fantasy story, a play, radio show, or puppet show. Select from these creative writings. Divide into groups and develop original activities for class presentation.	speaking listening writing vis. expr. viewing
3. Publish a class magazine or book of original fantasy writings. Edit, proofread, illustrate, and organize the material.	writing reading vis. expr. imagining
4. Select a creator of fantasy, such as Lewis Carroll, Walt Disney, or Hans Christian Andersen, or a fantasy creature, such as a unicorn, griffin, or mermaid. Write a short report and present it orally to the class.	reading writing speaking vis. expr.
5. Draw a visual representation of a fantasy world, making it as fantastic as possible. Label the parts of the world. Share it with other students. Use the drawings to write short descriptive paragraphs.	vis. expr. writing speaking viewing
6.	

Example 3

Focus: Imagining Function

Strategy: Readers Theatre

Purposes:
1. To gain practice in oral reading
2. To experience performing before an audience
3. To become familiar with folk literature
4. To interpret literature creatively
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Rewrite a story to create an emphasis on dialogue using a script form. Condense descriptive passages and assign a narrator. Prepare duplicate copies of the script for each student performing. Color code or label each character's speech to make it easier for the reader to follow.	reading writing
2. Read the entire script silently. Discuss the script focusing on the scene, personalities of the characters, plot, etc. Write personality sketches of the characters and illustrate various scenes.	reading speaking listening vis. expr.
3. Choose character parts for each student and select a narrator. Each student practices the part focusing on expression and fluency.	reading speaking vis. expr.
4. Identify the audience. Place emphasis on the literature and not on costumes, properties, or acting. Arrange chairs in a semicircle for the oral reading performance. The narrator introduces the characters and sets the mood for the performance. Characters read their parts with expression.	speaking listening reading vis. expr. viewing
5. Respond to the performance through an oral discussion or through writing.	speaking listening writing
6.	

Example 4

Focus: Feeling Function

Strategy: Visual Imaging

Purposes:
1. To strengthen student ability to use visual images to focus and develop thinking
2. To develop precomposing ability through image-making
3. To recognize the validity of our own images as a source for written language
4. To develop a positive "responding" attitude needed to provide feedback to other writers
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Listen to oral reading of pieces of prose or poetry eliciting visual images. Students draw, use color, or use their own writing to represent the visual images generated during the reading.	speaking listening vis. expr.
2. Use a "capture the moment" technique to practice imaging. Students generate in their mind a past experience that is more memorable than others. Without writing or sketching, and perhaps with eyes closed, students create a mental image using teacher stimuli questions, for example: Who was there? Why were they there? What emotions were felt at the time?	vis. expr. listening
3. List words, phrases, or groups of words that remind students of a particular mental image they have generated (such as after the experience in #2 above). Using a prewriting list, create a draft of a memorable experience that directly involved the student.	writing vis. expr.
4. Respond to other students' personal writing by commenting on the parts that generated clear mental images in their minds as they listened to the writer read. Ask questions of the writer causing the writer to examine more closely the image formed and the degree to which the image is clear to the listener.	reading listening speaking vis. expr.
5.	

Example 5

Focus: Feeling Function

Strategy: Creative Dramatics

Purposes:
1. To foster creativity and imagination
2. To communicate visually and verbally
3. To understand the purposes and power of verbal and nonverbal communication and the advantages of each
4. To develop poise in speaking and performing before an audience
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Read a scenario in which a conflict has arisen, stopping short of reading the resolution by the characters. Discuss possible solutions. Brainstorm alternative solutions. Discuss and list common situations in which conflicts arise at home, school, etc., and give alternative solutions. Imagine being in the place of one or both members of a conflict. Imagine the feelings and words of both parties. Portray these feelings nonverbally through facial expressions, gestures, posture, and eye contact.	reading speaking listening writing viewing vis. expr.
2. Write a dialogue that may have occurred during the encounter between the two individuals. Reenact the scenario with the dialogue composed by various students before the class or in small groups. View the reenactments of the encounters written about and discussed previously.	writing viewing vis. expr. speaking listening
3. Read a traditional scene from literature. Rewrite the dialogue in contemporary usage. Act out the scene using both dialogues. Note the similarities or differences orally or in writing.	reading writing viewing speaking
4.	

Example 6

Focus: Feeling Function

Strategy: BOOK PROS (see bibliography)

Purposes:
1. To provide a connection between readers and the writers of literature
2. To encourage critical, creative, and imaginative thinking
3. To increase the human themes students may employ in order to understand and share their personal experiences
4.

Possible Student Activities To Implement the Communication Processes	Modes
1. Examine child and/or young adult books to identify the author's focus on specific issues or concepts ("big ideas"). Before reading, the teacher leads a discussion or activity in which students reflect on their past and present experiences which relate to the "big idea." This is held before reading the novel because "big ideas" discussion is not specifically related to characters or incidents in the book.	listening speaking
2. Read the novel. Occasionally, while students are reading, the teacher converses with individuals or the group about their book. These "checkpoints" give students time to reflect on the events of the story, to ask questions, and to predict what will happen.	reading listening speaking writing
3. Recall the "big idea" discussion held before reading the novel and compare the students' thoughts and feelings with the feelings the book characters experienced. Share the feelings and insights experienced while reading. Reflect on the "big ideas" orally, visually, or in writing. Storytelling, role-playing, or improvisation activities can be used to enrich or expand comprehension.	speaking listening writing
4.	

Example 7

Focus: Controlling Function

Strategy: Advertising

Purposes:
1. To identify persuasive language
2. To reason and present evidence convincingly
3. To distinguish fact from fiction
4. To fit verbal and visual text to audience
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Define persuasion. Talk about "opinion" and "reasoning" as ways that language can be used convincingly; discuss instances when students have been influenced by other people. Discuss results of controlling language.	speaking listening
2. View film or videotape of three to five advertisements. Discuss persuasion used in the advertisement. Examine several advertisements from magazines. Underline persuasive words. Discuss graphics, design of advertisements, and their effects on the reader. Find examples of persuasive graphics in advertising.	viewing reading speaking listening
3. In groups of five or six, decide on a product, such as a car, a breakfast cereal, or a game. Collect advertisements for the product from magazines and newspapers. Highlight words and phrases used to persuade. List questions which are generally answered in the advertisement; consider intended audience.	viewing reading speaking listening writing
4. Collect boxes or cans for labeling. Design a rough draft label which will persuade the public to purchase the product. In small groups, critique the drafts to improve on language, format, and design. Revise work and complete final draft. Glue the final draft to box or can and display.	vis. expr. writing speaking listening viewing
5. Attempt to persuade the audience to purchase the product. The audience evaluates the presentation in terms of use of persuasive language and visual expression, use of fact and opinion, and ability to present evidence convincingly.	speaking listening vis. expr.
6.	

Example 8

Focus: Controlling Function

Strategy: Propaganda Devices

Purposes:
1. To identify emotionally charged words
2. To discard irrelevant information
3. To identify use of propaganda techniques
4. To foster creativity and imagination
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Develop a working definition of propaganda. Discuss and describe propaganda techniques, such as name-calling, glittering generalities, transfer, testimonials, plain folks, bandwagon, and cardstacking. Read an account of the same meeting or event from two newspapers, one article taken from a newspaper or tabloid known for sensationalism. Compare the two accounts, identifying slanted words, such as "fiery" speech and "crooked" politician which tend to evoke emotional responses. Discuss questions such as: What emotion-packed words are used? To what emotion is the appeal being made? What inference is made? What propaganda techniques are used? How effective was the writer?	speaking listening reading
2. Write a factual account of a meeting or event. Rewrite the account adding words used to arouse emotional responses. Compare the two products. Share examples in small groups and read selected examples to total group. Give a factual speech and a second speech to which emotionally charged words are added.	writing listening speaking
3. Evaluate magazine/newspaper advertisements noting the propaganda device used by the advertiser. Place category headings using the names of these devices on a bulletin board; place ads in the appropriate category. Create a newspaper, radio, or television ad based on one of these techniques.	viewing vis. expr. writing speaking listening
4.	

Example 9

Focus: Controlling Function

Strategy: Persuasion/Opinion-making

Purposes:
1. To learn and use persuasive techniques which can be used to help others form opinions
2. To learn to think critically about situations, ideas, and propositions to develop informed opinions
3.

Possible Student Activities To Implement the Communication Processes:	Modes
1. Read the editorials and letters to the editor from newspapers. Discuss the characteristics and form of editorials, focusing on examples just read. Brainstorm ideas for editorials dealing with school, local, or national issues in large group. Write an editorial or letter to the editor attempting to persuade readers to understand or agree with a particular viewpoint. Read some aloud; post others for viewing. Submit letters to a local newspaper.	reading speaking listening writing viewing
2. Discuss debating and debating techniques. Read and discuss an article which clarifies the technicalities of debating, such as propositions, refutations or rebuttals, etc. Divide into teams of two; brainstorm debate topics. Develop affirmative and negative cases and debate the propositions in front of the class.	speaking listening reading writing viewing
3. Read an account of a trial (such as Benet's "The Devil and Daniel Webster" or a newspaper account of an actual trial). Discuss the aspects of a trial, and the persuasive techniques used by prosecutors, defense attorneys, and witnesses. Using either actual or invented cases, act out mock trials, role-playing the various characters involved. Include a jury to decide a verdict based on the persuasive success of the students involved.	reading speaking listening viewing vis. expr.
4. Watch videotapes of political speeches by candidates or supporters; discuss the persuasive techniques used. Choose candidates to support (or role-play actual candidates); write and deliver speeches aimed to persuade "voters" to support that particular candidate. Hold a mock election in which ballots are cast for the most persuasive political speeches.	viewing speaking listening writing
5.	

Example 10

Focus: Informing Function

Strategy: Reports

Purposes:
1. To research a topic
2. To pick out main ideas
3. To learn to summarize
4. To organize information for a report based on purpose and audience
5.

Possible Student Activities To Implement the Communication Processes:	Modes
1. Brainstorm topics. Choose three or four possible topics to explore. List sources for finding information on each of the topics. Spend at least one class period reading on each of the topics. Select one topic depending on personal interest and resources available.	speaking listening reading writing viewing
2. Divide into small groups. Announce individually the topic chosen and solicit questions which classmates would like answered in the report. Classmates make suggestions about community resources. Identify the audience.	speaking listening writing
3. Organize the list of questions to be answered in the report, categorizing sub-topics. Seek input from classmates and teacher.	writing speaking listening
4. Read from the variety of sources available and investigate local resources on the topic, taking notes, and keeping a record of sources used.	reading speaking listening writing
5. Plan the order for presenting the main ideas and select details to be included under each main idea. Plan an introductory paragraph which will capture the reader's interest and give an overview of the topic. Plan a concluding sentence or paragraph.	writing viewing
6. Write, revise (seek responses in small group revision sessions), rewrite, edit, and produce final draft for publication. Include original illustrations appropriate to the topic. Present to the identified audience.	reading writing vis. expr. speaking listening
7.	

Example 11

Focus: Informing Function

Strategy: Directions

Purposes:
1. To function in society by giving clear, concise directions that follow the proper sequential order
2. To be aware of situations when clear directions are given
3. To write clear directions
4.

Possible Student Activities To Implement the Communication Processes	Modes
1. As a class, write directions for a familiar game. Read and react to the directions focusing on the importance of proper sequencing. Divide into small groups. Write directions for an original game created by the group. Distribute to other groups which attempt to follow the directions and play the game. Each group should evaluate its own directions by observing how well the others played the game.	writing reading speaking vis. expr. listening viewing
2. Draw a map of a familiar place such as the school, playground, or park. Write directions based on the map, describing how to proceed from one location to another. Exchange maps and directions with another student. Follow the directions to reach the destination. Rewrite, if necessary, to clarify.	vis. expr. writing speaking reading listening
3. Brainstorm as a class to compile a word-bank of time sequence words to create transitions and indicate sequence, for example, first, next, then, finally, after. Select words and use them to write a class paragraph which describes how to do something. Read the directions and have small groups perform the task.	speaking reading writing listening vis. expr. viewing
4.	

Example 12

Focus: Informing Function

Strategy: Mass Media

Purposes:
1. To understand and interpret the purposes, functions, and methods of mass media
2. To demonstrate the effective use of various forms of mass media
3.

Possible Student Activities To Implement the Communication Processes	Modes
1. Bring in newspapers to read in class. Read several news stories. In small groups list the characteristics of newspaper reporting. Watch television news reports (on tape or at home) and in small groups list characteristics of television news reporting. Share ideas in large group. Identify and discuss the similarities, differences, and the reasons for them.	reading writing viewing speaking listening
2. Discuss the features of news writing, such as the "5Ws/H" and the inverted pyramid structure. Locate stories in newspapers and discuss the use of these techniques. Write an article reporting a news event in the school or community. Interview involved persons for direct quotations and information. Collect background information for a complete and accurate account. Compile into a newspaper format and duplicate for distribution to the class for reading and discussion.	speaking listening reading writing vis. expr.
3. Discuss current popular movies, focusing on plots, themes, etc. In small groups, select one movie by consensus and discuss whether it portrays life as it is, as we would like it, as we think it is, etc. Write a short report reflecting one's view of reality. Present findings to the class as a panel and discuss in large group.	speaking writing listening viewing
4. Develop a short television news broadcast in teams of three to four, including weather, sports, and feature or entertainment sections. Videotape the productions for viewing by classmates.	writing speaking vis. expr. viewing listening
5.	

Example 13

Focus: Ritualizing Function

Strategy: Social Conventions

Purposes:
1. To understand and perform the basic rituals involved in greetings, introductions, farewells, and other social activities
2. To be aware of and use the forms of various writing and speaking conventions involved in social communication
3. To understand and demonstrate how behavior and body language can communicate messages
4.

Possible Student Activities To Implement the Communication Processes	Modes
1. Brainstorm the many situations in which students might have to introduce two other people of varying ages, sex, etc. Take turns role-playing each of the situations, using proper introduction conventions.	speaking listening vis. expr. viewing
2. Discuss tone, diction, and nonverbal communication devices used in common ritualizing circumstances, such as two people greeting one another or departing. In groups of two choose a situation and then develop several different scenarios with ritualized dialogue which conveys different messages, such as happiness, love, anger, etc. Role-play the scenarios and have the class guess what messages are being communicated.	listening writing speaking vis. expr. viewing
3. Invent a social event or gathering such as a wedding, graduation, birthday, etc. View models of correspondence associated with that particular social event, for example, announcements, invitations, pre-event letters, directions, thank you notes, post-event letters, etc. Create an example of the correspondence associated with the event.	writing reading viewing vis. expr.
4. Watch a favorite television show or read a story with considerable dialogue. List examples of ritualized communication. Share findings with the class, discussing the effects and purposes of such ritualization.	viewing reading writing listening speaking
5.	

Example 14

Focus: Ritualizing and Informing Functions

Strategy: Interviewing

Purposes:
1. To recognize, create, and use effective questions
2. To use interviewing as a means of gathering information
3.

Possible Student Activities To Implement the Communication Processes	Modes
1. Read about and discuss proper interviewing techniques. Observe formal interviews on television and discuss to determine effective questioning strategies.	speaking listening reading viewing
2. Develop a list of questions to ask another student concerning his or her life. Interview the student. Write a short essay or news report about that person. Read the report to the class omitting the subject's name. Have students guess the subject's identity.	writing speaking listening reading
3. Read an autobiography or biography. Appear before the class in character. Using a "20 Questions" format, classmates attempt to identify the character. React by writing a one-paragraph biography of the character.	reading viewing speaking listening writing
4. Read a short story. During discussion, a student volunteer assumes the role of a character. Classmates become reporters and interview the character to clarify details, feelings, reactions, and story events. In each discussion, explore several character roles.	reading speaking listening
5. Videotape interviews with older citizens to obtain personal histories. After viewing the tapes, small groups write one-act plays depicting the events described and perform the plays for their classes.	speaking listening writing viewing
6.	

Example 15

Focus: Ritualizing, Informing, and Controlling Functions

Strategy: Business Conventions

Purposes:
1. To understand and perform the basic rituals involved in greetings, introductions, and verbal responses in business situations
2. To demonstrate appropriate nonverbal responses in business situations
3. To interact comfortably in a sales capacity
4. To understand procedures for organizing a business meeting
5.

Possible Student Activities To Implement the Communication Processes	Modes
1. Create a questionnaire concerning a topic of interest. Conduct a survey in the community. Analyze the results and interpret the statistics on graphs. Write a summary of your findings.	writing speaking listening reading vis. expr. viewing
2. Use actual sales projects (such as band candy or French Club magazine sales) as a basis for role-playing appropriate and effective sales techniques in small groups. Invite an experienced adult to demonstrate such strategies and critique the small group presentations. Create posters which identify successful techniques.	speaking listening viewing writing vis. expr.
3. Read articles from current periodicals which present pointers for job interviews. Discuss in class. Create a checklist of desirable behaviors. Invite local business persons to attend class and conduct mock interviews. Use the checklist to evaluate student/employer behavior. Distribute and discuss resume examples. Write a resume and share.	reading speaking listening writing viewing
4. Read about parliamentary procedure from a source such as Robert's Rules of Order. Discuss the format for conducting a formal meeting. Attend a meeting of a local organization such as Kiwanis Club or PTA/PTO to observe the process in action. Organize a class club and conduct meetings using parliamentary procedure. Take minutes.	reading speaking listening viewing writing
5.	

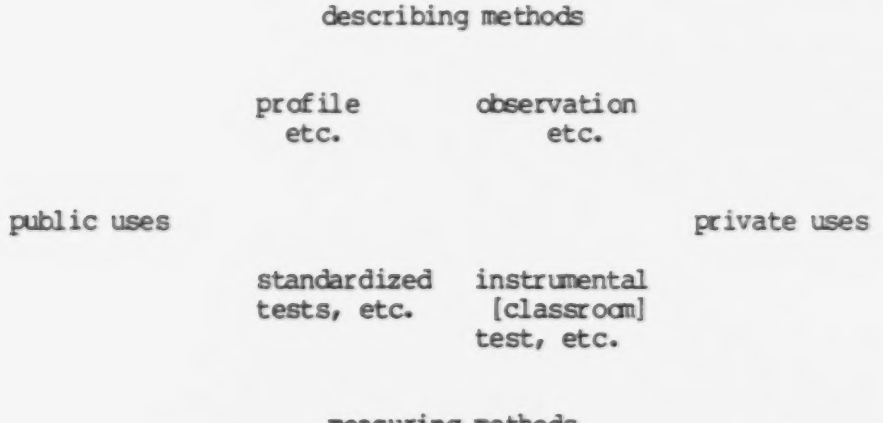
EVALUATION

EVALUATING LANGUAGE ARTS

In an integrated language arts program, evaluation is an essential part of the teaching-learning process, involving students and teachers cooperatively. The purpose of this evaluation is to nurture growth, rather than judge performance. The significance of any observed language characteristic must be interpreted by the teacher and student based on the context of language use (language function, communication mode, audience) and the developmental sequence of the individual student.

The teacher who has observed his or her students using oral, written, and visual communication for their own purposes has a more accurate basis for monitoring language growth and providing feedback than the teacher who has tested specific subskills or concepts about language in isolation. Observation of language in use provides evidence for teaching which is centered on the diagnosis of actual student needs. In contrast, teaching based on the testing of isolated skills perceived to be prerequisites for language use often results in erroneous assumptions about students' abilities and needs for direct instruction.

This distinction is captured in a system described by Stibbs (1979) for classifying approaches to the evaluation of the language arts. He classified methods for assessing language as either describing methods or measuring methods, for either public uses or private uses. Private uses include those that develop from and support instruction in the classroom. Public uses are designed to provide information required by federal, state, regional, and local educational agencies. Describing methods include strategies such as observation, learning logs, and student folders that result from ongoing teaching/learning situations. They also include cumulative profiles of student achievement such as data from national or state assessment programs. Measuring methods include both instrumental, teacher-made tests, and formal, standardized tests. (Both describing methods and measuring methods can be used to fulfill either public or private uses for assessment information.)



In an effective language arts program, assessment procedures emphasize describing methods, especially those for private uses. Typically, school districts have emphasized measuring methods because they "make us seem more accountable" (Stibbs, p. 69). Since measuring methods are more prevalent and easier to administer and score, teachers need to give extra effort to developing instructionally based describing methods of evaluation. These methods are best developed locally within the context of planning for instruction.

Teachers know their students best, and they are in a unique position to design and interpret assessments which nurture each student's growth. An effective evaluation program in language arts is characterized by the following principles:

1. Evaluation is a planned, integral part of instruction and is an ongoing process.

2. Evaluation procedures are designed to promote communication confidence and growth in individual learners.

3. The purposes of evaluation procedures are clearly recognized by both teachers and students and result in enhanced understanding and appreciation for the functions of language.

4. Evaluation procedures assess growth in language processes rather than focusing on product as evidence of mastery.

5. Evaluation in language arts is comprised of a series of in-context observations rather than a final "performance." As the teacher and student(s) interpret the results of such in-context uses, goals for learning are jointly established. Such diagnostically based teaching can ensure that instruction fits the developmental levels of individual students.

6. The evaluation of any language characteristic is based on multiple samples and observations using a variety of assessment methods, emphasizing methods which focus on describing language in process. Examples include anecdotal records, learning logs, and charts showing individual progress.

7. In interpreting results of evaluation, teachers expect the presence of developmental stages in growth but anticipate and provide for a wide variation in individual learning rates and styles.

8. Record keeping is both systematic and periodic. It includes actual samples of student work collected over time and in context to show changes in performance. Students and teachers share responsibility for collecting such data which include drafts as well as polished samples. Useful examples include folders of student writing, audio or videotapes of discussions, folios of visuals to convey key understandings in a content area unit, and logs of reactions to independent reading.

9. Students, parents, and teachers discuss the results of evaluation procedures. Data for such interactions are drawn from each of the quadrants shown in the diagram on page 57. Emphasis should be given to a variety of describing methods.

APPENDICES

APPENDIX A

WAYS TO IMPLEMENT THE CURRICULUM MODEL AT THE LOCAL LEVEL

The curriculum building process described in this guide depends on the quality of local decisions. Creating a written curriculum requires a commitment of time. Time spent in planning the process and carrying it out will result in understanding, commitment, and ownership for a working curriculum. The outline which follows suggests the time needed for each phase. It is important that each district make its own plans in advance.

Participants should reflect the diversity of the professional staff. Minimally, a teacher representative from each grade level should be involved. Administrative membership on this committee is imperative. This committee should also involve knowledgeable resource persons from the community, the area educational agencies, colleges and universities, and the Department of Education. These participants would be called the Language Arts Committee. Also, it is important that the total staff be involved throughout the process.

Participation by all committee members can be ensured if each "discussion" step during implementation is preceded by a five- or ten-minute period during which each person captures his or her thoughts in a journal or notebook. Such accommodation time can diminish the possibility for one person's ideas to control the committee's direction. An additional advantage is that committee members can observe their own intellectual growth during the curriculum process by rereading their entries periodically during the course of committee deliberations.

The following outline suggests opportunities for participation by the Language Arts Committee. School districts should modify these suggestions to fit their own structure.

IMPLEMENTATION GUIDE

	PARTICIPANTS	TIMELINE
I. INFORMATION AND REFLECTION PHASE		
A. Gather Information	Total Staff*	2-3 mos.
1. Read and discuss the Iowa curriculum model.		
2. Emphasize and provide some of the bibliographical resources.		
3. Discuss the differences between a curriculum guide which emphasizes process and one which lists every skill possible.		
a. Use one of the 15 examples from the guide to show how activities can reflect an integrated language arts approach.		
b. Select a unit from one member of the committee. Use the format sheet (see "Suggested Format for Classroom Uses," page 23) adapting the plan to the format provided to demonstrate how present units can incorporate the model.		
c. Extend thinking on potential integration by having teachers use Diagram 2 to consider the focus of a learning activity such as the ability to write a manuscript or cursive b (focus: capacities--moving, perceiving; mode--written). Guide teachers to note the lack of function or audience. Refer to program characteristics 4 and 10 which emphasize the need to link direct skill instruction to real uses and to limit systematic skill to learners' needs. This example shows the need for direct skill instruction. It also provides a rationale for limiting isolated teaching and can stimulate discussion on how skills such as handwriting can be taught through use.		

*Refers to elementary staff and secondary language arts staff

	PARTICIPANTS	TIMELINE
d. Extend consideration of possible integration by using an example such as a movement experience in drama in which students stretch and move in their own spaces, freezing at a signal. The individual capacity, moving, might at first appear to be the only focus. However, guide identification of extensions in focus if students: (a) identify what the position could be in a certain context (capacity—creating, thinking); (b) describe their position to a partner (capacity—using language; mode—speaking and listening), (c) recall and return to the position on cue (capacity—thinking/memory, moving), (d) draw or sculpt the body shape (mode—visual expression), (e) share stories about the situation with a partner or small group (mode—oral, written, visual expression; function—imagining, ritualizing, informing, feeling; audience—self, personal, small group audience.		
e. Use additional examples suggested by the group.		
II. LOCAL CURRICULUM GUIDE PHASE		
A. Develop a district philosophy and goals after completing the information and reflection phase. (These statements of rationale are the commonly held beliefs that bind the K-12 staff together.)	LA Committee	2-8 mos.
B. Map the present curriculum using a diagram for mapping (see "Form for Mapping Present Curriculum," page 73).		

	PARTICIPANTS	TIMELINE

1. Help teachers to decide how to segment their present curriculum for mapping. In an elementary language arts program it may be best to use a time sequence (monthly, weekly) for time allocations/subject categories teachers presently utilize, such as reading, handwriting, spelling, language arts, etc. In an elective course, description of units taught may be best. One could also use subject categories such as those suggested by Glatthorn (1980) as follows:
   - Reading and Study Skills
   - Literature and Media
   - Composition
   - Grammar and Language
   - Spelling, Punctuation, and Usage
   - Word Study and Vocabulary
   - Speaking and Listening
   - Critical and Creative Thinking
   - Other
2. It is important that categories for mapping be determined by local teachers so that the structure of the curriculum as it presently exists is highlighted.

C. Organize and synthesize the mapping. — LA Committee

D. Analyze the focus of present curriculum and identify desired revisions.
   1. Compile mapping done for individual levels, courses, etc.
   2. Present findings to total faculty, guiding identification of overemphasis on isolated teaching of skills or content and possible revisions to enhance integration.
   3. Identify skills in which systematic direct instruction is desirable. Consider how such instruction can be linked to real uses of language.
   4. Outline the revised curricular organization.

	PARTICIPANTS	TIMELINE
III. TRAINING PHASE		
A. Inservice the total staff on the completed district curriculum guide. (Since this guide reflects much of the operational planning that the staff is already doing, it should be readily adaptable and acceptable.)	Total Staff*	
B. Complete a needs assessment to see what kinds of training the staff feels it needs.	Total Staff*	
C. Develop a district plan for training. (Summer staff development is often best for such training because the staff can spend extended time on the training.)	LA Committee & Administration	
IV. EXECUTION OF THE INTEGRATED PLANNING		
V. EVALUATION OF THE LOCAL DISTRICT CURRICULUM		
VI. EVOLVING FROM A LANGUAGE ARTS GUIDE TO LANGUAGE ACROSS THE CURRICULUM (Such an evolution takes time; impetus for such a concept should come from staff requests.)		

*Refers to elementary staff and secondary language arts staff

APPENDIX B

WAYS TO EVALUATE THE CURRICULUM MODEL AT THE LOCAL LEVEL

I. Informational and Reflection Phase

A. Read and discuss the Evaluation section of the Iowa language arts curriculum model.

B. Introduce four types of assessment

1. Criterion-referenced: Assesses whether or not a student can achieve certain performances in relation to a set criterion or objective, not in comparison with other students.

2. Norm-referenced: Assesses a student's performance in relationship to performance (norms) of other pupils.

3. Individual learning rate and style: Assesses a student's progress through comparison with his or her prior record and pattern of development.

4. Self Assessment: Assessment by the student of his or her performance or abilities.

C. Compare the four types of assessment methods and uses for evaluation shown in the four quadrants in Stibbs' (1979) model (see Evaluation section).

D. Guide discussion of a desirable mix of assessment types, methods, and uses (purposes) for language arts.

E. Present the worksheet on the next page for teachers to list evaluation uses and methods currently in use. Encourage teachers to list all evaluation procedures/devices used by name. Depending on the faculty group involved, these could be listed by teacher, grade level, course, or subject. After individual listing, results should be compiled to show the strategies currently employed. This will reveal the emphasis presently used.

Categorization of Uses and Methods

of Evaluation in Language Arts

Public Uses	Private Uses
Describing Methods	Describing Methods
Public Uses	Private Uses
Measuring Methods	Measuring Methods

F. Introduce information regarding reliability, validity, and compatibility of evaluation procedures with program goals. Guide teachers to assess present locally developed and published procedures to identify needed revisions.

G. Guide discussion of any needed changes in emphasis in light of the goals of an integrated language arts curriculum (see Goals section) and the principles which characterize an effective evaluation program in language arts (see Evaluation section).

H. Discuss procedures for recording evaluation results, grading, and reporting to students and parents.

1. Consider the value and limitations of descriptive methods of recording and reporting (expository reports, conferences) and of grades (S-U, A-F, numeric).

2. Discuss the importance of basing judgments on multiple samples of real uses of language.

3. Consider needed changes in recording, reporting, and grading procedures.

II. Local Development Phase

A. Discuss how needed revisions in evaluation procedures will be planned, implemented, and evaluated.

B. Develop evaluation strategies.

III. Training Phase

A. Provide inservice in the nature of the new evaluation strategies.

B. Complete needs assessment to determine training necessary to implement strategies.

C. Develop and carry out training.

IV. Execution Phase

A. Utilize the new evaluation plan.

B. Provide ongoing consultative and collegial support.

V. Evaluation Phase

A. Solicit reaction to effects of new approaches to evaluation.

B. Plan how to meet identified needs.

Note: Steps II-V of this process can be repeated as necessary to develop evaluation strategies for specific aspects of the language arts program.

APPENDIX C

FORM FOR MAPPING PRESENT CURRICULUM

Teacher_____ Course or Area_____

Level_____ Dates or Time Span_____

Directions: Briefly describe learning experiences in your current program. List present focus in individual capacities, function, mode, and/or audience, as appropriate. Use Diagram 2 to identify extensions to enhance integration.

Brief Description of Present Learning Experience	Individual Capacities, Language Function(s), Communication Mode(s), and Audience(s)	Extensions of Focus to Enhance Integration

APPENDIX D

PROFESSIONAL ORGANIZATIONS

International Listening Association
Broward Community College
1000 Coconut Creek Blvd.
Pompano Beach, FL 33066
(305) 973-2370
Richard Quianthy, Executive Director

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19714-8139
(302) 731-1600
Ronald Mitchell, Executive Director

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
(217) 328-3870
John C. Maxwell, Executive Director

Speech Communication Association
5105 Backlick Road No. E
Annandale, VA 22003
(703) 750-0533
William Work, Executive Secretary

B I B L I O G R A P H Y

Included in this bibliography are citations indexed in the ERIC (Educational Resources Information Center) database. The materials cited with ED (educational document) and EJ (educational journal) numbers are from the ERIC Clearinghouse on Reading and Communication Skills. The ED numbers are available on microfiche; the EJ numbers are available through photocopy. To obtain these ED and EJ materials at no cost, use the INFORMS (Iowa Network For Obtaining Resource Materials for Schools) Retrieval Request form on page 123.

Allen, R. R., and Kenneth Brown, eds. Developing Communication Competence in Children. Skokie, IL: National Textbook Co., 1976.
Literature review, behavioral study of children's communication competencies, and an assessment of teachers' attitudes regarding goals of speech communication instruction. Also contains a framework and objectives for functional communication instruction.

Allen, R. R., Kenneth Brown, and Joanne Yatvin. Learning Language Through Communication: A Functional Approach. Belmont, CA: Wadsworth Publishing, 1986.
Written for elementary teachers, this book focuses on the purposes of communication and provides an integration of the area of language arts through communication.

Allen, R. R., and Robert W. Kellner. Putting Humpty Dumpty Together Again: Integrating the Language Arts. The Talking and Writing Series, K-12: Successful Classroom Practices. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1983. (ED 233 381).
Describes an integrated kindergarten classroom and identifies two major approaches to extending integration throughout the elementary and secondary school curriculum.

Allen, R. R., and Barbara S. Wood. "Beyond Reading and Writing in Communication Competence." Communication Education, Vol. 27, November 1978, pp. 286-292. (EJ 201 016).
Argues for developing competencies in an array of communication situations involving speaking and listening as well as reading and writing. Five functions of communication are offered as the communication focus of a language arts program.

Allen, Roach Van. Language Experiences in Communication. Boston: Houghton Mifflin, 1976.
Organizes language experiences around three major strands -- experiencing communication, studying communication, and relating communication of others to self. Itemizes language skills taught and the suggestions of how to use the students' own language to teach them.

Allen, Roach Van, and Claryce Allen. Language Experience Activities. Boston: Houghton Mifflin, 1982.
Offers 250 activities that emphasize the three major areas of the language learning process: communicating in a variety of ways; studying communication processes; and studying how other people communicate through language, literature, and the arts.

Allen, Roach Van, and Claryce Allen. Language Experiences in Reading. Chicago: Encyclopaedia Britannica Press, 1970.
Presents the organization of teaching reading through the thematic approach.

American Speech-Language-Hearing Association and Speech Communication Association. Standards for Effective Oral Communication Programs. Fall Church, VA: Speech Communication Association, 1980. (Prepared for use with Title II, ESEA Basic Skills Improvement Program.)
Defines oral communication and assumptions underlying an effective program. Emphasizes the relationship of oral communication to the language arts, as well as the need for direct instruction.

Anderson, Philip M. Integrating Reading, Writing, and Thinking. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1983. (ED 262 345).
The eight articles in this focused journal issue are concerned with integrating reading, writing, and thinking, with varying attention to other language processes such as listening and speaking.

Anderson, Richard C., Elfried H. Hiebert, Judith A. Scott, Judith A. Wilkinson, and A. G. Ian. Becoming A Nation of Readers: The Report of the Commission on Reading. National Academy of Education, National Institute of Education, Center for the Study of Reading. Washington, D.C.: U.S. Department of Education, 1985.
A two-year study by the Center for the Study of Reading reports: "America will become a nation of readers when the verified practices of the best teachers in the best schools can be introduced throughout the country."

Applebee, Arthur N., and Judith A. Langer. "Instructional Scaffolding: Reading and Writing as Natural Language Activities." Language Arts, February 1983, pp. 168-175. (EJ 276 116).
Discusses a model for teaching reading and writing in which skilled language users provide support for new language activities in context.

Assessing Oral Communication Skills. Champaign, IL: Illinois State Board of Education, 1982.
Suggests classroom observation techniques for assessing oral communication skills. Uses a checklist approach.

Atwell, Nancie. "Writing and Reading from the Inside Out." Breaking Ground: Teachers Relate Reading and Writing in the Elementary School. Edited by Jane Hansen, Thomas Newkirk, and Donald Graves. Portsmouth, NH: Heinemann, 1985. pp. 121-131.

Backlund, Phillip, et al. A National Survey of State Practices in Speaking and Listening Skill Assessment. Annandale, VA: Speech Communication Association, 1982.

Backlund, Phillip, J. Gurry, K. Brown, and F. Jandt. "Evaluating Speaking and Listening Skills Assessment Instruments: Which One is Best for You?" Language Arts, Vol. 57, No. 6, September 1980, pp. 621-627. (EJ 233 979).
Focuses on need for assessment of skills that accounts for differences between those unique to oral language and those unique to written language.

Backlund, Phillip, J. Gurry, K. Brown, and F. Jandt. "Recommendations for Assessing Speaking and Listening Skills." Communication Education, Vol. 31, No. 1, January 1982, pp. 9-18. (EJ 257 625).
Authors continue to clarify and develop criteria introduced in the 1980 article.

Bacon, Wallace A. Oral Interpretation and the Teaching of Literature in the Secondary Schools. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1974. (ED 098 642).

Banville, Thomas G. How to Listen - How to be Heard. Chicago: Nelson-Hall, 1978.
Explores the nature of listening as an active art and how to cultivate your own skills.

Barnes, Douglas. From Communication to Curriculum. Upper Montclair, NJ: Boynton Cook, 1976.
This practical approach to teaching demonstrates how the teacher's manner of classroom communication shapes the pupils' learning process and the curriculum.

Barnes, Douglas, James Britton, and Harold Rose. Language, the Learner and the School. Upper Montclair, NJ: Boynton Cook, 1969.
Explores what we can discover about learning by looking at the language of our classrooms.

Barrel, J. "Reflections on Critical Thinking in Secondary Schools." Educational Leadership, March 1983, pp. 45-49. (EJ 276 408).
Gives examples of student behavior which appear playful but develop imagination, invention, and critical thinking, then draws conclusions about the cognitive, affective, and moral development taking place and about implications for curriculum.

Basic Listening Skills. Champaign, IL: State Board of Education, 1982. (ED 220 894).
Includes a sequence for listening skills with suggested teaching activities K-12.

Basic Oral Communication Skills: A Program Sequence for Illinois. Champaign, IL: State of Illinois, 1981. (ED 203 417).
Presents a scope and sequence for K-12.

Bauer, Caroline Feller. Handbook for Storytellers. Chicago, IL: American Library Association, 1977.
A collection of methods and materials designed for doing the oral literature and for introducing written literature orally. Description of props, aids, and "how to" directions given for specific stories and poems.

Baumann, James F. "Implications for Reading Instruction from the Research on Teaching and School Effectiveness." Journal of Reading, November 1984, pp. 109-115. (EJ 306 462).
Describes the characteristics of effective reading programs and presents implications for the improvement of reading instruction.

Beall, Melissa L. Communication Competence: A K-12 Interdisciplinary Approach. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 214 205).
Describes the communication skills program adopted in Lincoln, NE. Especially useful are charts on desired outcomes, achievement indications, and assessment methods.

Berger, Allen, and H. Alan Robinson. Secondary School Reading: What Research Reveals for Classroom Practice. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 221 837).
Describes findings, tendencies, and applications of research during the past 10 years on reading instruction in secondary schools.

Bissex, Glenda L. Gnys at Wrk: A Child Learns to Write and Read. Cambridge, MA: Harvard University Press, 1980.
This thoughtful case study follows the author's son as he learns to read and write as part of his daily life at home and, later, in school. The author sees her son's experiences as evidence of the connections between reading and writing and the intentions of the child.

Bissex, Glenda L. "Writing Conferences: Alternatives to the Red Pencil." Learning, November 1982, pp. 74-77. (EJ 270 485).
Writing conferences enable student writers to get feedback and make improvements as they write. Both teachers and students see writing as an evolving process rather than as an unalterable product to be corrected. Tips on how to manage conferences and examples of their use with students are given.

Blair, Timothy R., and William Rupley. "ERIC/RCS Report: Incorporating the Arts into Language Arts Instruction." Language Arts, March 1980, pp. 335-338. (EJ 229 983).
Discusses materials available to the teacher who wishes to incorporate creative dramatics, music, art, film, or a combination of arts into language arts instruction.

Blankenship, Jane, and Sara Latham Stelzner. Speech Communication Activities in the Writing Classroom. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1979. (ED 181 505).
Focuses on integrating speech communication activities into writing programs for older students.

Bock, Douglas G., and Hope E. Bock. Evaluating Classroom Speaking. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 214 213).
A comprehensive discussion of the practical problems teachers face on evaluating public speaking performance in the classroom. Includes a discussion of the type of rating mistakes teachers are likely to make. Thirteen sample evaluation forms are included.

Bolton, G. Drama as Education: An Argument for Placing Drama at the Center of the Curriculum. New York: Longman, 1984.

Book, Cassandra, and Kathleen Galvin. Instruction in and About Small Group Discussion. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1975. (ED 113 773).
Presents group exercises to help students understand group development and processes, group norms, cohesiveness, conformity, problem solving, decision making, networks, roles, leadership, environment, and interpersonal atmosphere.

Bratton, Mary Cataldi. The Development of the System for Integrated Language Communications Observation. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1979. (ED 191 079).
The System for Integrated Language Communications Observation (SILCO) was developed to provide descriptive information about integrated language communication instruction.

Britton, James. Language and Learning. Upper Montclair, NJ: Boynton Cook, 1970.
Presents a theory of language development which incorporates real world (participatory) and representational (spectatorial) uses. Theoretical chapters are interspersed with chapters illustrating the language of preschool, elementary, and secondary school children.

Britton, James. "Language and the Nature of Learning: An Individual Perspective." In J. R. Squire (ed.) The Teaching of English, Seventy-sixth Yearbook of the National Society for the Study of Education, Part I, pp. 1-38. Chicago: University of Chicago Press, 1977.

Britton, James. "The Poetic Function: Shaping the Sound of Writing." Iowa English Bulletin, Spring 1981, pp. 16-19. (INFORMS Order No. X-1).

Britton, James. Prospect and Retrospect. Upper Montclair, NJ: Boynton Cook, 1982.
Essays written over the last 30 years by one of England's leading teacher of teachers and writers about language and learning.

Britton, James, Tony Burgess, Nancy Martin, Alex McLeod, and Harold Rosen. The Development of Writing Abilities (11-18). Urbana, IL: National Council of Teachers of English, 1975.
Reports on a research project designed to formulate and test a set of writing categories at the University of London Institute of Education.

Brooks, C. K., ed. Tapping Potential: English and Language Arts for the Black Learners. Urbana, IL: National Council of Teachers of English, 1985. (ED 252 886).
Presents teaching approaches and methods that are known to be appropriate for Blacks and that are based on both research and practice in the areas of language and literature.

Brown, Kenneth L. et al. Teaching Speaking and Listening Skills in the Elementary and Secondary Schools, Resources for Schools #19. Boston, MA: Massachusetts State Department of Education, 1981. (ED 234 440).
Provides objectives, explanation of theory, descriptions of promising practices, and an annotated list of books and materials for use in developing instructional programs.

Brown, Rosellen, Marvin Hoffman, Martin Kushner, Phillip Lopate, and Sheila Murphey. The Whole Word Catalogue. New York: Teachers and Writers Collaborative, 1972.
Word play activities and "how to's" for oral language play, play with imagery, written language play, play with poetry, and a potpourri of language and literature games.

Buckley, Marilyn Hanf. "When Teachers Decide to Integrate the Language Arts." Language Arts, April 1986, pp. 369-377. (INFORMS Order No. X-2).
Describes a project to integrate teaching of the separate language arts in three elementary schools. Includes the philosophical statements of the project; guidelines; activities for before, during, and after reading; and a positive evaluation of the project.

Burrows, Alvina Treut, Doris C. Jackson, and Dorothy O. Saunders. They All Want to Write: Written English in the Elementary Schools. Newark, DE: International Reading Association, 1984.
Provides updated, practical ideas for day-to-day writing activities that teachers, school library media specialists, curriculum writers, administrators, and supervisors can use.

Bushing, Beverly A., and Judith I. Schwartz, eds. Integrating the Language Arts in the Elementary School. Urbana, IL: National Council of Teachers of English, 1983. (ED 238 029).
These 19 essays attempt to solve two problems that have long plagued those who desire to integrate the language arts—lack of practical knowledge of how to integrate instruction and lack of professional support for the teacher who wants an integrated curriculum to take to a superintendent or school board.

Butler, Andrea, and Jan Turbill. Toward a Reading-Writing Classroom. Portsmouth, NH: Heinemann Educational Books, 1985.
Discusses ways in which the process approach that has revolutionized teaching writing may be applied effectively to the teaching of reading.

Buttery, Thomas J. "Listening: A Skill Analysis." Education, Vol. 101, 1980, pp. 181-187. (EJ 237 319).
Attempts to facilitate educators' understanding of the complex dynamics of listening via a skill analysis.

Calkins, Lucy McCormick. "Learning to Throw Away." Language Arts, October 1979, pp. 747-752. (EJ 214 011).
Describes the process writers encounter as they strive for a final product.

Calkins, Lucy McCormick. Lessons From A Child. Portsmouth, NH: Heinemann Educational Books, 1983.
Explains how teachers can work with children, helping them to teach themselves and each other.

Calkins, Lucy McCormick. The Art of Teaching Writing. Portsmouth, NH: Heinemann Educational Books, 1986.
Chapters on poetry, fiction, and report writing, with extensive sections on reading-writing connections, writing development, and teacher-student conferences.

Calkins, Lucy McCormick. "When Children Want to Punctuate: Basic Skills Belong in Context-." in Donald Graves "Research Update," Language Arts, May 1980, pp. 567-573. (EJ 230 004).
Demonstrates that uses of punctuation are effectively learned through writing rather than through drills and exercises. Compares knowledge of punctuation among third graders in two groups: those who received direct instruction, and those whose punctuation instruction was integrated with writing activities.

Carlsen, G. Robert. Books and the Teen-age Reader. New York: Harper and Row, 1980.

Carlson, Ruth Kearney. Sparkling Words. Geneva, IL: Paladin House, 1979.
A series of activities that will stimulate students to write and become knowledgeable of the process approach to language.

Carter, Candy, and NCTE Committee on Classroom Practices. Literature - News That Stays News: Fresh Approaches to the Classics. Urbana, IL: National Council of Teachers of English, 1985. (ED 250 714).
Presents new approaches to teaching literature and the classics.

Carter, C., and the Committee on Classroom Practices. Structuring for Success in the English Classroom: Classroom Practices in Teaching English, 1981-1982. Urbana, IL: National Council of Teachers of English, 1982.
Illustrates the success of initiating structure in English classrooms. Relects the notion that clear guidelines and explicit expectations will help teachers and students work toward common educational goals.

Carter, Candy, and Zora M. Rashkis, eds. Ideas for Teaching English in the Junior High and Middle School. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 672).
Offers approximately 200 activities in five sections: studying language, communicating orally, reading and reading literature, writing, and listening and viewing.

Cassedy, Sylvia. In Your Own Words. Garden City, NY: Doubleday and Company, 1979.
Introduces the elements of writing to children. Centers on the idea that "everyone has something to write."

Cazden, Courtney B., ed. Language in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1972.
Language acquisition and the development of fluency detailed in a series of articles presenting and reviewing language learning research. Presents a foundation for holistic language activities in the classroom.

Charney, D. "The Validity of Using Holistic Scoring to Evaluate Writing: A Critical Overview." Research in the Teaching of English, Vol. 18, 1984, pp. 65-79. (EJ 294 747).
Analyzes the implicit requirements for achieving reliable results from holistic ratings of writing samples and argues that these conditions bring the validity of the ratings in doubt.

Chenfeld, Mini Brodsky. Teaching Language Arts Creatively. New York: Harcourt Brace Jovanovich, 1978.
Presents students with background, rationale, and procedures for holistic approaches to language development in the classroom. Along with a wealth of activities, Chenfeld deals with the emotional and intellectual climate of the classroom in ways unique among language arts texts.

Cheyney, Arnold B. Teaching Reading Skills through the Newspaper. Newark, DE: International Reading Association, 1984. (ED 250 672).
Contains techniques for using the newspaper in teaching or reinforcing specific reading skills.

Chomsky, C. "Stages in Language Development and Reading Exposure." Harvard Educational Review, Vol. 42, 1972, pp. 1-33. (EJ 055 650).
Concludes that children pass through five specific stages of language development. The rapidity with which this development occurs is determined by socioeconomic status and reading interest of parent and child.

Christenbury, Leila, ed. Developing Lifelong Readers. Urbana, IL: National Council of Teachers of English, 1981. (ED 210 686).
Eighteen short articles focus on ways to produce encounters with literature that create lifelong readers.

Christenbury, Leila, and Patricia P. Kelly. Questioning: A Path to Critical Thinking. Urbana, IL: National Council of Teachers of English, 1983. (ED 226 372).
The author's questioning circle combines three aspects of the questioning process - the subject matter; the individual's experiences, values, and ideas; and the experiences, values, and ideas of other peoples and cultures.

Christensen, Linda, ed. A Guide to Integrating Language Arts. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 249 512).
Two model programs for integrating the language arts and specific lessons that integrate language arts activities for kindergarten through grade 12 are described.

Cianciolo, Patricia. "Responding to Literature as a Work of Art—An Aesthetic Literary Experience." Language Arts, March 1982, pp. 259-264, 295. (EJ 259 371).
Highlights some thoughts about affective responses to literature as a work of art and an aesthetic literary experience.

Clapp, O., and the Committee on Classroom Practices in English. Teaching the Basics—Really! Urbana, IL: National Council of Teachers of English, 1978. (ED 144 105).
Thirty-two articles offer practical suggestions for teaching basic language skills.

Clay, Marie M. The Early Detection of Reading Difficulties. Portsmouth, NH: Heinemann Educational Books, 1985.
Provides readers with the systemic observation of young children's responses to classroom reading, instruction and a set of reading recovery procedures for use in an early intervention program with young children who have difficulty with beginning reading.

Clay, Marie M. Observing Young Readers: Selected Papers. Portsmouth, NH: Heinemann Educational Books, 1983.
Captures ways in which children change during the course of a reading program.

Clay, Marie M. "Research Update: Learning and Teaching Writing: A Developmental Perspective." Language Arts, January 1982, pp. 65-70. (EJ 256 311).
Reviews research studies on the nature of children's understanding of the writing process and how teachers can better help children learn to write.

Clay, Marie M. What Did I Write? Portsmouth, NH: Heinemann Educational Books, 1983.
Illustrates how a child's perception of print relates to early learning and reading.

Coger, Leslie Irene, and Melvin White. Readers Theatre Handbook. Glenview, IL: Scott, Foresman, and Co., 1982.

Cooper, Charles R., and Lee Odell. Evaluating Writing: Describing, Measuring, Judging. Urbana, IL: National Council of Teachers of English, 1977. (ED 143 020).
Contains extensive descriptions of holistic evaluation, primary trait scoring, and a variety of other procedures for identifying basic strategies writers use in formulating and presenting their ideas.

Cooper, Charles R., and Lee Odell, eds. Research on Composing: Points of Departure. Urbana, IL: National Council of Teachers of English, 1978. (ED 159 673).
Examines existing assumptions about the "composition" process, encourages basic research, and seeks to devise new procedures for obtaining answers.

Cooper, Pamela, ed. Activities for Teaching, Speaking and Listening. Grades 7-12. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985. (ED 258 310).
Develops activities for students in grades 7 through 9 and 10 through 12 for each of the 19 SCA secondary level competencies. Each exercise includes sections on objectives, procedures, questions/ follow-up, and evaluation/assessment.

Cordeiro, Patricia, Mary Ellen Giacobbe, and Courney Cazden. "Apostrophes, Quotation Marks, and Periods: Learning Punctuation in the First Grade." Language Arts, March 1983, pp. 323-332. (EJ 277 934).
Describes a longitudinal study of first grade students' progress in learning punctuation. Examines the classroom as a writing environment, then presents a picture of the children's progress in learning to use apostrophes, quotation marks, and periods, drawing several implications for teaching.

Covert, Anita, and Gordon L. Thomas. Communication Games and Simulations. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1978. (ED 157 138).
Considers the purpose of using games and simulations, disadvantages and cautions in the use of these activities; criteria for selecting an exercise; the processes of implementing an activity; and creating and modifying original games or simulations.

Cowen, John E., ed. Teaching Reading Through the Arts. Newark, DE: International Reading Association, 1983. (ED 226 339).
Shares ideas about the effective use of the arts in conjunction with a reading program. The 15 authors emphasize the practical aspects of integrating mastery of reading skills with various art forms.

Crowell, Doris, and Kathryn Au. "Using a Scale of Questions to Improve Listening Comprehension." Language Arts, January 1979, pp. 38-43. (EJ 195 969).
Describes research that tested the validity of a set of guidelines for a program for the systematic development of listening comprehension skills.

Cullinan, B. E., M. Kaner, and A. Pillar. Literature and Young Children. New York: Harcourt Brace Jovanovich, 1981.

D'Angelo, Karen. Developing Concepts of Reading and Writing Through Literature. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 203 290).
Describes a content analysis of Caldecott and Newberry Medal winners based on the premise that young people's positive attitudes toward reading and writing can be shaped through the use of literature that treats those activities as valuable.

Davies, Geoff. Practical Primary Drama. Portsmouth, NH: Heinemann Educational Books, 1985.
Suggests ways to prepare and conduct drama sessions. Discusses the difficulty of doing drama in a hall or classroom, and ideas for lessons.

Davis, Robert E. Introduction to Film Making. Urbana, IL: National Council of Teachers of English, 1975. (ED 112 445).
Presents techniques that can be used for film-making activities with a minimum of equipment by students of many grade and ability levels.

DeStafano, Johanna S. Language, the Learner, and the School. New York: John Wiley and Sons, 1978.
Examines the importance of language in the classroom, then describes the structure of language development processes and language variations. Explores the role of language in reading, grammar, composition, and spelling.

Devine, Thomas G. Listening and Reading. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1976. (ED 132 523).
Examines ways in which reading and listening processes are alike and dissimilar, evaluates some findings by researchers and teachers, and suggests avenues for future study in this area.

Devine, Thomas G. Listening Skills Schoolwide: Activities and Programs. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 219 789).
Argues for teaching listening as a set of high-grade skills inseparable from thinking. Reviews current theory and research on the importance of listening instruction, and concentrates on successful classroom ideas and exercises for grades 5-12.

Dickson, W.P., ed. Children's Oral Communication Skills. New York: Academic Press, 1981.
Chapters on a process-structuralist view of communication competency, cognitive and comprehension monitoring, skill acquisition, etc.

Dillon, Don, and D. Searle. "The Role of Language in One First Grade Classroom." Research in the Teaching of English, 1981, pp. 311-328. (EJ 256 215).
Investigates the role of pupil language in classroom learning through an ethnographic study of one "good" teacher and her class, particularly three average and above average pupils.

Dilworth, Collette B., and Robert W. Reising. "Writing as a Moral Act: Developing a Sense of Audience." English Journal, Vol. 67, November 1978, pp. 76-78. (EJ 190 321).
Suggests several strategies for developing students' social awareness and moral thinking by encouraging sensitivity to audience in their writing.

Dixon, John. Growth Through English: Set in the Perspectives of the Seventies. Yorkshire: National Association for the Teaching of English, 1975. (Published for NATE, NCTE, and MLA.)
Discusses language and personal growth, language development, classroom activities, using language development, classroom activities, using language versus teaching about it, examinations, and teacher education.

Duffy, Gerald G., Laura R. Roehler, and Jana Mason, eds. Comprehension Instruction: Perspectives and Suggestions. Newark, DE: International Reading Association, 1983.
Focuses on reading comprehension as an interactive process and examines how comprehension instruction occurs in the classroom.

Dyson, Anna Haas. "The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing." Visible Language, Vol. 16, 1982, pp. 360-381. (ED 230 280).
Examines the interrelationships between drawing, early writing, and the context of talk.

Dyson, Anne Haas. "Research Currents: Young Children as Composers." Language Arts, October 1983, pp. 884-891. (EJ 287 968).
Examines the connections between children's writing and their earlier developed form of graphic symbolism, drawing. Explores research on early writing development.

Dyson, Anne Haas. "The Role of Oral Language in Early Writing Processes." Research in the Teaching of English, Vol. 17, February 1983, pp. 1-30. (EJ 227 860).
Examines kindergarten children's use of talk during writing to draw inferences regarding how children use speech to make sense of written language.

Dyson, Anne Haas, and Celia Genishi. "Research Currents: Children's Language for Learning." Language Arts, September 1983, pp. 751-757. (EJ 286 521).
Discusses recent research highlighting both the child's growth as a reflective language user and the school's capacity to enhance or hamper that growth.

Edelsky, Carole. "Teaching Oral Language." Language Arts, March 1978, pp. 291-296. (EJ 181 210).
Defines oral language development, discusses findings from adult-child interaction studies, and presents classroom implications.

Eisner, Elliot W., ed. Reading, the Arts, and the Creation of Meaning. Reston, VA: National Art Education Association, 1978.
Explores forms of cognition used to read texts and those used to read visual art. The role of imagination as part of the comprehension process is stressed, as is the need to approach the teaching of reading as a generic activity drawing on the child's prior "reading" experience.

Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973.
Describes an approach which challenges the traditional view that you must first get your meaning clear and then write. See especially chapters two and three.

English Department San Jose State University. A Theme is a Beam of Light: Units for Integrating Thinking, Listening, Speaking, Reading, and Writing. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985. (ED 263 551).
Helps teachers integrate the teaching of thinking, reading, writing, speaking, and listening skills and presents five thematic units of study for the language arts.

"Essentials of English." English Journal, Vol. 72, February 1983, pp. 51-53. (EJ 274 177).
Emphasizes the way English contributes to the knowledge, understanding, and skills of society. Defines the many facets of the use of English: language, literature, communication skills (reading, writing, speaking, listening, using media), and different modes of thinking (creative, logical, critical).

Fagan, William T., Julie M. Jensen and Charles R. Cooper, eds. Measures for Research and Evaluation in the English Language Arts, Vol. 2. Urbana, IL: National Council of Teachers of English, 1985. (ED 255 933).
Offers detailed descriptions of over 80 research instruments for the field of language arts.

Ferreiro, Emilia, and Ana Teberosky. Literacy Before Schooling. Portsmouth, NH: Heinemann Educational Books, no date.
Devises reading and writing tasks within the framework of Piagetian theory in order to explore how children come to know literacy.

Fleming, Margaret, and Jo McGinnis, eds. Portraits: Focusing on Biography and Autobiography in the Secondary School. Urbana, IL: National Council of Teachers of English, 1985. (ED 253 884).
Outlines a variety of methods to help secondary school teachers make reading biography and autobiography an exciting and valuable learning experience.

Fletcher, David B. "ERIC/RCS Report: Oral Language and the Language Arts Teacher." Language Arts, February 1981, pp. 219-224. (EJ 240 368).
Examines recent research and its implications for language arts teachers regarding the development of children's oral language ability, speaking, and listening.

Fletcher, James E., and Stuart H. Surlin. Mass Communication Instruction in the Secondary School. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1978. (ED 157 137).
Stesses the need for more knowledge about mass communication and a rationale for providing instruction in it. Identifies objectives for mass communication instruction on the secondary level.

Flood, James, ed. Promoting Reading Comprehension. Newark, DE: International Reading Association, 1984. (ED 239 225).
Contains the writing of leading researchers and theorists in reading comprehension and prose analysis.

Flood, James, ed. Understanding Reading Comprehension: Cognition, Language, and the Structure of Prose. Newark, DE: International Reading Association, 1983.
Contains 12 articles on reading comprehension by prominent scholars who examine reading comprehension as a cognitive phenomenon, discuss overall language development and its relation to reading, and look at the effect the actual text has on the reader's comprehension.

Floyd, James. Listening: A Practical Approach. Glenview, IL: Scott, Foresman, and Co., 1985.

Foley, Michael K. Super Techniques for Teachers. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 225 219).
Suggests a variety of techniques to help teachers create the atmosphere of a "quality circle," in which each group member contributes to the learning experience.

Fox, Sharon E. "Research Update: Oral Language Development, Past Studies and Current Directions." Language Arts, February 1983. pp. 234-243. (EJ 276 122).
Provides a historical view of child language research and discusses implications for teachers in encouraging children's progression to adult-like conversations.

Fox, S. E., and V. G. Allen. The Language Arts: An Integrated Approach. New York: Holt, Rinehart, and Winston, 1983.
Creates a text demonstrating the whys and hows of achieving an integrated program for elementary language arts. Stresses the foundations of the language arts, integration of the language arts, and organization and evaluation of the language arts.

Frank, Marjorie. If You're Trying to Teach Kids How to Write, You've Gotta Have This Book. Nashville, TN: Incentive Publication, 1979.
Provides innovative activities to help teachers integrate the language arts.

Friedman, Paul G. Listening Processes: Attention, Understanding, Evaluation. Washington, D.C.: National Education Association, 1978. (ED 176 283).
Describes three purposes for listening: content, emotions, and aesthetic response. A good condensation of listening research with an emphasis on teacher behavior in the classroom.

Frost, Merrill F. Speech: Principles and Practice. Glenview, IL: Scott, Foresman, and Co., 1982.
Includes a brief unit on self-awareness and disclosure; a group communication unit centering on brainstorming skills; and a listening unit on following directions and training the memory.

Fulwiler, Toby. "Journals Across the Disciplines." English Journal, December 1980, pp. 14-19. (EJ 238 430).
Discusses the reasons and methods for incorporating journal writing into classroom activity and describes the writing-across-the-curriculum program in the humanities division at Michigan Technological University.

Fulwiler, Toby and Art Young, eds. Language Connections: Writing and Reading Across the Curriculum. Urbana, IL: National Council of Teachers of English, 1982. (ED 218 667).
Links theoretical issues to prevailing practices regarding the development of positive writing and reading habits. Various aspects of "writing across the curriculum" are explored by different authors in 12 chapters.

Furner, Beatrice A. "Developing Handwriting Ability: A Perceptual Approach." The Iowa Curriculum Bulletin, Spring 1983, pp. 26-30. (INFORMS Order No. X-3).

Gallo, Donald R. A Gaggle of Gimmicks. Urbana, IL: National Council of Teachers of English, 1978.
Here are dozens of practical ideas and activities for both elementary and secondary classrooms.

Gallo, Donald R. Gaggle II. Urbana, IL: National Council of Teachers of English, 1981.
This sequel to A Gaggle of Gimmicks offers elementary and secondary teachers an additional set of lively and sensible activities to fill difficult spots in daily class schedules.

Gallo, Donald R., ed. Books for You: A Booklist for Senior High Students. Urbana, IL: National Council of Teachers of English, 1985.
Describes 1,200 books of high literary quality and high interest to teen readers.

Galvin, Kathleen M., and Book, Cassandra L. Person to Person: An Introduction to Speech Communication. Skokie, IL: National Textbook Co., 1985.
Covers intrapersonal, interpersonal, group, and public communication. Includes comic strips, notes from journals, case histories, posters, photos, and activities as stimulus material.

Geller, Linda Gibson. Wordplay and Language Learning for Children. Urbana, IL: National Council of Teachers of English, 1985. (ED 261 393).
Demonstrates the many ways wordplay can be incorporated into classroom teaching, such as a preschooler learning to categorize speech sounds with the help of rhythmic verse; the way children in the early elementary years begin to enjoy nonsense as part of their growing confidence that they know what sense is; and the older elementary school student's more sophisticated appreciation of humor and parody once the basic forms and social conventions of language use has been mastered.

Gerbrandt, Gary L. An Idea Book: For Acting Out and Writing Language K-8. Urbana, IL: National Council of Teacher of English, 1974. (ED 089 318).
Suggests ways to use small groups successfully and offers ideas that were tested with small classroom groups.

Gere, Anne Ruggles, ed. Roots in the Sawdust: Writing to Learn Across the Disciplines. Urbana, IL: National Council of Teachers of English, 1985. (ED 262 419).
Demonstrates that writing can be the foundation of learning in all the disciplines.

Glatthorn, Allan A. A Guide for Developing an English Curriculum for the Eighties. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 671).
A step-by-step process for improving the English curriculum in a school district. Includes an analysis of current trends and influences on the English curriculum, and summarizes research findings in different language areas. Advocates that teachers and curriculum leaders translate this knowledge and experience into usable curriculum materials.

Gold, Janet T. Writing Composition Activities to Enhance Reading Comprehension. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 205 903).
Presents suggestions and guidelines for using composition activities to increase reading comprehension. Recommends defining specific skills to aim for, criteria for choosing writing topics, and characteristics for student grouping.

Goodlad, John. "What Goes On In Our Schools." Educational Researcher, Vol. 6, 1977, pp. 3-6. (EJ 191 653).
Based on the results of past studies, neither a wholly revised curriculum plan nor a new scheme of school organization is sufficient for successful implementation of proposed reforms. Each must be coupled with a strategy for change built on knowledge of the schools and in collaboration with them.

Goodman, Ken. What's Whole in Whole Language? Portsmouth, NH: Heinemann Educational Books, 1986.
Describes the essence of the whole language movement--its basis, its features, and its future.

Goodman, K., and Goodman, Y. "Learning to Read is Natural." In L.B. Resnick and P.A. Weaver, editors, Theory and Practice of Early Reading. Vol. 1, 1979, pp. 137-154. Hillsdale, NJ: Erlbaum. (ED 155 621).
Contends that the acquisition of literacy is merely an extension of natural language learning for all children. Describes eight essentials of beginning reading instruction based on a natural language thesis, and offers suggestions for the environment, activities, and teaching procedures that should be used in natural language instruction.

Graves, Donald H. A Researcher Learns to Write. Portsmouth, NH: Heinemann Educational Books, 1984.
Presents a view of the development of Donald Graves' research into writing and his personal growth as a writer.

Graves, Donald H. Balance the Basics: Let Them Write. New York: Ford Foundation, 1978.
Discusses why writing is important, why we don't write, and how writing can be taught.

Graves, Donald H. "Research Update: Andrea Learns to Make Writing Hard." Language Arts, May 1979, pp. 569-576. (EJ 204 614).
Describes a study of the development of a third grader's approach to revision in writing.

Graves, Donald H. "Research Update: Children Learn the Writer's Craft." Language Arts, February 1980, pp. 207-213. (EJ 227 708).
Follows changes in children's writing from the first through fourth grades, presenting case study data that show how children's writing shifts from play to craft.

Graves, Donald H. "Research Update: Language Arts Textbooks: Writing Process Evaluation." Language Arts, October 1977, pp. 817-823. (EJ 165 596).
A study of eight language arts textbooks to determine how well they reflect recent findings regarding the writing process.

Graves, Donald H. "Research Update: Research Doesn't Have to be Boring." Language Arts, January 1979, pp. 76-80. (EJ 195 972).
Describes the progress of a longitudinal research project on the writing process.

Graves, Donald H. "Research Update: We Won't Let Them Write." Language Arts, May 1978, pp. 635-640. (EJ 181 322).
Describes the findings of a yearlong study on the status of writing in America, England, and Scotland, concentrating on reasons for the lack of writing and the conditions under which good writing occurs.

Graves, Donald H. "Research Update: What Children Show Us About Revision." Language Arts, March 1979, pp. 312-319. (EJ 204 489).
Presents early data on revision which emerged from a two-year study of the writing processes of 16 primary school children.

Graves, Donald H. "Six Guideposts to Successful Writing Conferences." Learning, November 1982, pp. 76-77. (EJ 270 486).
Discusses six characteristics of successful writing conferences between teacher and student.

Graves, Donald H. "Teacher Intervention in Children's Writing: A Response to Myra Barrs." Language Arts, October 1983, pp. 841-846. (EJ 287 963).
Responds to criticisms from an article that stated writing process research has not extricated itself from pedagogy and the classroom.

Graves, Donald H., and Susan Sowers. "Research Update: A Six Year Old's Writing Process: The First Half of First Grade." Language Arts, October 1979, pp. 829-835. (EJ 214 023).
Describes one child's writing process and draws implications for teaching first grade writing.

Graves, Donald H. "Research Update: One Child, One Teacher, One Classroom: The Story of One Piece of Writing." Language Arts, September 1980, pp. 680-693. (EJ 233 988).
Shows how the classroom environment provided by a second grade teacher allowed one of her students to experience her own writing process and develop as a writer.

Graves, Donald H. "Research Update: A New Look at Writing Research." Language Arts, November-December 1980, pp. 913-918. (EJ 236 552).
Reveals the lack of research on children's writing and suitable writing instruction in the last 25 years.

Graves, Donald H. "Research Update: Writing Research for the Eighties: What is Needed." Language Arts, February 1981, pp. 197-206. (EJ 240 366).
Explores questions of concern for writing research in the areas of context in writing and the teaching of writing.

Graves, Donald H. "How Do Writers Develop?" Language Arts, February 1982, pp. 173-179. (EJ 257 845).
Examines how children develop as writers and presents new ways of looking at children's problem solving in what they do and say during the writing process.

Graves, Donald H. "Research Update: Questions for Teachers Who Wonder if Their Writers Change." Language Arts, May 1982, pp.495-503. (EJ 264 230).
Reports on two case studies of writing development in the primary grades. Notes the impact of teachers' questioning techniques, both on development as writers and on teacher ability to evaluate student progress.

Graves, Donald H., and Jane Hansen. "The Author's Chair." Language Arts, February 1983, pp. 176-183. (EJ 276 117).
Describes a first grade classroom in which children learn the concept of "author" by writing their own books.

Graves, Donald H. Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann Educational Books, 1983. (ED 234 430).
Assists classroom teachers with children's writing. Teachers will see other professionals and children solve problems that arise in the midst of teaching and writing.

Graves, Donald H., and Virginia Stuart. Write from the Start: Tapping Your Child's Natural Writing Ability. New York: Dutton, 1985.
Describes successful practices of teaching writing that stress patterns of learning rather than method of teaching and treats writing as a natural act.

Graves, Michael F., Rebecca J. Palmer, and David W. Furniss. Structuring Reading Activities for English Classes. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1976. (ED 128 784).
Outlines a strategy for teaching reading skills that accommodates students' reading abilities, facilitates their success, and promotes their independence.

Gray, Philip A. Basic Oral Communication Skills: A Report on the Illinois Task Force. Champaign, IL: Illinois State Board of Education, 1981. (ED 201 020).
Explains how the task force decided to sequence instruction in listening, speaking, and responding skills for preschool, K-3, 4-6, 7-9, and 10-12.

Greenhalgh, Carol, and Donna Townsend. "Evaluating Students' Writing Holistically—An Alternative Approach." Language Arts, October 1981, pp. 811-822. (EJ 253 710).
Describes a "focused holistic" method of writing evaluation, which considers a total piece of writing, but in terms of predefined criteria.

Gurry, Joanne M. Oral Communication Skills: Classroom Diagnosis and Follow up: Evaluating Listening Skills. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 210 725).
Shows how referential communication tasks can be used to assess listening skills. Develops stages of active listening strategies for students. Includes checklists for monitoring student progress.

Guthrie, John T. Comprehension and Teaching: Research Reviews. Newark, DE: International Reading Association, 1981. (ED 203 299).
Reflects the strong interdisciplinary emphasis which reading comprehension has received in the last decade. Portrays the new topography in research on the processes of teaching and reading.

Haley-James, Shirley M. "Helping Students Learn Through Writing." Language Arts, October 1982, pp. 726-731. (EJ 269 738).
Outlines ways that writing encourages learning and discusses when it is most likely to do so. Discusses how teachers can link writing to learning in content area classes.

Haley-James, Shirley M., ed. Perspectives on Writing in Grade 1-8. Urbana, IL: National Council of Teachers of English, 1981. (ED 198 565).
Advises teachers how to help children gain experience, confidence, and skill in writing.

Haley-James, Shirley M. "Revising Writing in the Upper Grades." Language Arts, May 1981, pp. 562-566. (EJ 245 671).
Presents suggestions for teachers to help writing students understand when and when not to revise their writing.

Haley-James, Shirley M., and Charles David Hobson. "Interviewing: A Means of Encouraging the Drive to Communicate." Language Arts, May 1980, pp. 497-502. (EJ 229 995).
Describes the positive effects that interviewing classroom guests had on the reading and communication skills of first grade children, offers observations about what happens to children and their language when they conduct interviews, and suggests guidelines for planning and directing an interviewing program.

Halliday, M. A. K. Language as Social Semiotic: The Social Interpretation of Language and Meaning. Baltimore: University Park Press, 1978.
Describes language as a meaning system. Explores functions of language, variations according to users and use, and language as a system.

Hansen, Jane, Tom Newkirk, and Donald M. Graves, eds. Breaking Ground: Teachers Relate Reading and Writing in the Elementary School. Portsmouth, NH: Heinemann Educational Books, 1985.
Shows how writing and reading are used in content areas. Provides new insights into the relationship between the teaching of literature and writing and how skills taught in writing help skills in reading and vice versa.

Hardt, Ulrich, ed. Teaching Reading with the Other Language Arts. Newark, DE: International Reading Association, 1983.
Presents information supporting an integrated program. Points out that teachers must make selections which fit their students' needs and the demands of their teaching situations.

Harms, Jeanne McLain. Comprehension and Literature. Dubuque, IA: Kendall/Hunt Publishing Co., 1982.
Explains how elementary children develop comprehension abilities through literature. Divides comprehension abilities into areas of viewing, listening, and reading and describes learning tasks in each area from cognitive and affective viewpoints.

Harnischfer, Annegret, and David Wiley. "The Teaching Learning Process in Elementary Schools: A Synoptic View." Curriculum Inquiry, Vol. 6, 1976, pp. 15-43. (EJ 148 102).
Presents a model that represents the teacher's activities as consequences of educational policies and othe the teacher's own reflections. Also represents the pupil's achievement as the consequence of his or her activity.

Harste, Jerome, Virginia Woodward, and Carolyn Burke. Language Stories and Literacy Lessons. Portsmouth, NH: Heinemann Educational Books, 1984.
Examines children as growing, effective, sensitive users of language. Before any formal schooling they have already had many experiences with language use in a wide variety of settings.

Hays, Janice N. et al. The Writer's Mind: Writing as a Mode of Thinking. Urbana, IL: National Council of Teachers of English, 1983. (ED 233 366).
The 24 papers in this collection address the connections and interdependencies between writing and thinking.

Heathcote, Dorothy. "Learning, Knowing, and Languaging in Drama." Language Arts, September 1983, pp. 695-701. (EJ 286 513).
Discusses how drama provides a sense of immediacy to subjects or stories and to the discovery process of learning.

Heilman, Arthur W., and Elizabeth A. Holmes. Smuggling Language into the Teaching of Reading, 2nd ed. New York: Merrill, 1978.
Word games and figurative language games, puzzles, activities for critical reading, for finding meaning. Includes writing and literature activities.

Heinig, R. B., and L. Stillwell. Creative Dramatics for the Classroom Teacher. Englewood Cliffs, NJ: Prentice-Hall, 1981.
Provides a wealth of practical suggestions. Emphasis is on planning and guiding creative drama activities rather than theory.

Hemphill, John. "Language Arts Instruction: A Continuum of Possible Models." Language Arts, September 1981, pp. 643-651. (EJ 252 125).
Describes three approaches to language arts instruction--student centered/ integrated, content centered/segmented, and a combination of these two. Examines the strong and weak points of each.

Henderson, Edmund. Teaching Spelling. Boston: Houghton Mifflin, 1985.

Henderson, Edmund H., and James W. Beers, eds. Development and Cognitive Aspects of Learning to Spell. Newark, DE: International Reading Association, 1980.
Relates articles on learning to spell, reports current theory, research and practice, and emphasizes well documented teaching principles and generalizations that can guide spelling instruction.

Hennings, Dorothy Grant. Communication in Action, 2nd ed. Boston: Houghton Mifflin, 1982.
Presents an integrated language arts program. Includes supportive research studies, extensive explanations, and practical ideas.

Hillocks, George Jr. Observing and Writing. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1975. (ED 102 574).
Discusses the lack of specificity in student writing and offers 15 activities designed to surmount this problem by increasing students' skills as observers and recorders of sensory experience.

Hillocks, George Jr. Research on Written Composition. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1986. (ED 265 552).
Provides a meta-analysis of studies on teaching approaches and focuses on composition instruction at the elementary, secondary, and college levels. Examines general studies of the composing process, studies of process in classrooms, and studies of planning, production factors, revision, and writing apprehension.

Hillocks, George Jr. "What Works in Teaching Composition: A Meta-Analysis of Experimental Treatment Studies." American Journal of Education, November 1984, pp.133-170. (EJ 309 423).
Provides an integrative review of experimental treatment studies on teaching of composition in the past two decades. Assesses the effectiveness of different modes and focuses of instruction.

Holbrook, Hilary Taylor. "ERIC/RCS Report: Invented Spelling." Language Arts, September 1983, pp. 800-804. (EJ 286 524).
Examines ERIC materials on the nature and use of invented spelling in elementary school writing.

Holdzkom, David, Linda J. Reed, E. Jane Porter, and Donald L. Rubin. Research Within Reach: Oral and Written Communication. Charleston, WV: Appalachia Educational Laboratory, 1982. (ED 225 180).
Applies research to the classroom. Good ideas and applications.

Huck, C. S. Children's Literature in the Elementary School. New York: Holt, Rinehart, and Winston, 1984.
Describes the many kinds of writing literature can spawn and offers examples.

Huntley, Sylvia V. "If Your Pupils are Bored, Get Moving." Teacher Talk, Northwestern University, Vol. 4, No. 1, Spring 1986.
Discusses speech and nonverbal communication.

Idea Exchange for English Teachers. Urbana, IL: National Council of Teachers of English, 1983. (ED 228 642).
This collection of over 200 ideas offers a sampling from recent idea exchanges of the annual NCTE convention.

Ideas Plus, Book One, Book Two, and Book Three. Urbana, IL: National Council of Teachers of English, 1984. (ED 239 301, ED 251 860, ED 263 561).
Dozens of fresh, original teaching ideas.

Ideas for Teachers from Teachers: Elementary Language Arts. Urbana, IL: National Council of Teachers of English, 1983. (ED 226 370).
Offers over 100 ideas from the popular idea exchange at several recent NCTE conventions. Includes games, exercises, and activity sequences that deliver content in fresh and lively ways.

Informal Classroom Drama. Urbana, IL: National Council of Teachers of English, 1982. (ED 277 937).
Defines and justifies the use of spontaneously generated drama in which the participants compose and enact their roles as the drama progresses.

Integrating the Language Arts. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985. (ED 263 627 and ED 249 512).
Supports and gives reasons why integrating the language arts is essential to a good language arts program.

Iowa Department of Public Instruction. Framework: Integrating Language Arts. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 211 990).
Provides a framework for use in curriculum development on an integrated approach to the language arts.

Jaggar, Angela, and M. Trika Smith-Burke, eds. Observing the Language Learner. Urbana, IL: National Council of Teachers of English, 1985. (ED 251 857).
This collection of 17 articles is based on the concept of watching kids for the aspects of language learning. Explains why they are important, and shows teachers what to look for and how to interpret what they see and hear.

James, Shirley M. From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1977. (ED 135 763).
The author found through independent research that many language arts teachers had background information in the area of integrated programs but were largely unable to follow through in constructing and implementing such a program.

Jenkins, Carol A., and John F. Savage. Activities for Integrating the Language Arts. Englewood Cliffs, NJ: Prentice-Hall, 1983.
Activities that assist teachers in promoting the integration of language arts as they help children develop communication skills. Updated ideas are presented in four sections--listening, speaking, language, and writing.

Jensen, J. M., ed. Composing and Comprehending. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and National Conference on Research in English, 1984. (ED 243 139).
Assembles several articles on the reading/writing relationship. Defines the relationship between composing and comprehending, explores relevant research, and discusses the implications of this relationship to the learning and teaching processes.

Johannessen, Larry R., Elizabeth A. Kahn, and Carolyn Calhoun Walter. Designing and Sequencing Prewriting Activities. Urbana, IL: National Council of Teachers of English, 1982. (ED 211 982).
Focuses on thinking strategies essential to good writing.

Johnson, Dale, and David P. Pearson. Teaching Reading Vocabulary. New York: Holt, Rinehart, and Winston, 1978.
Provides an emphasis on the importance of vocabulary for reading comprehension, a greater focus on the development of meaning vocabulary, and vocabulary instruction in the basal reading program and in the content areas.

Johnson, Liz, and Cecily O'Neill, eds. Dorothy Heathcote: Collected Writings on Education and Drama. Portsmouth, NH: Heinemann Educational Books, 1984.
Explains Heathcote's pioneering approach to learning through drama and her deep concern for curriculum development and the training of teachers.

Johnston, Brian. Assessing English: Helping Students to Reflect on Their Work. Urbana, IL: National Council of Teachers of English, 1983.
Johnston spent five years working with teachers in their classrooms learning the most effective assessment techniques for English and humanities students' work.

Johnston, Peter H. Reading Comprehension Assessment: A Cognitive Basis. Newark, DE: International Reading Association, 1983. (ED 226 338).
Cites recent research which has contributed to the assessment of reading comprehension.

Jolly, Thomas. "ERIC/RCS Report: Listen My Children and You Shall Read." Language Arts, February 1980, pp. 214-217. (EJ 227 709).
Reviews several studies from the ERIC system that deal with the relationship between listening and reading skills and suggests resources for teaching listening skills.

Jolly, Thomas. "ERIC/RCS Report: Students Speak Out." Language Arts, May 1980, pp. 574-577. (EJ 230 005).
Describes ERIC resources that present research on children's language usage and development and that suggest activities for the promotion of language development.

Kahn, Elizabeth, Carolyn Calhoun Walter, and Larry R. Johannessen. Writing About Literature. Urbana, IL: National Council of Teachers of English, 1984. (ED 246 486).
Presents a set of sequences designed to teach students to support an interpretation, explicate an implied relationship, and analyze an author's generalization.

Kane, Pat. A TV News Approach to Oral Communication. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985. (ED 258 309).
Offers background information on using a TV news approach to training students in oral communication. A complete course is outlined along with the appropriate activities.

Karlin, Robert, and Andrea R. Karlin. Writing Activities for Developing Reading Comprehension. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1983. (ED 234 370).
Argues that since writing and reading deal with meaning and both draw upon language and experience, reading and writing can be learned concurrently.

Kennedy, Carol Jean. Child Drama: A Selected and Annotated Bibliography, 1974-1979. Lanham, MD: University Press of America, 1983.
Lists studies in children's drama, creative drama and children's theater.

Kirby, Dan, and Carol Kuykendall. Thinking Through Language, Book One. Urbana, IL: National Council of Teachers of English, 1985. (ED 260 434, Guide—ED 260 433).
This book has four units and dozens of suggested activities that challenge junior high and middle school students. It is designed for integration into the English curriculum.

Klock, Mary Eileen. Creative Drama: A Selected and Annotated Bibliography. Lanham, MD: University Press of America, 1983.
Provides entries chosen from over 1,200 books and articles written about creative drama in the United States.

Koontz, Carol Lovett, ed. Connections: Using Contemporary Children's Literature (K-9) in the Classroom. Urbana, IL: National Council of Teachers of English, 1985. (ED 260 451).
Reviews K-9 literature to help teachers select quality children's literature for their students.

Kroll, Barry M. "Developing a Sense of Audience." Language Arts, October 1978, pp. 828-831. (EJ 190 265).
Children's sense of audience in writing can be enhanced by conscious audience analysis, exercises in taking other points of view, and writing sessions encouraging peer interaction.

Kroll, Barry M., and R. J. Vann, eds. Exploring Speaking-Writing Relationships: Connections and Contrasts. Urbana, IL: National Council of Teachers of English, 1981. (ED 204 794).
A collection of 13 articles discussing research on the similarities and differences between speaking and writing. Explains the critical factors involved in teaching effective writing.

Krumm, Michael, ed. Reading, Writing, and Sharing: A School Approach. Cedar Falls, IA: Area Education Agency 7, 1986.

Langer, Judith A., and M. Trika Smith-Burke, eds. Reader Meets Author/Bridging the Gap. Newark, DE: International Reading Association, 1982. (ED 217 395).
An interdisciplinary exchange, a bridge to provide practioners with frontier knowledge about reading comprehension.

Leathers, Dale. Nonverbal Communication Systems. Boston: Allyn and Bacon, 1976.

Leavitt, Hart Day, and David A. Sohn. Look, Think, and Write. Lincolnwood, IL: National Textbook Company, 1985.
Uses pictures to stimulate thinking and improve writing. The authors have created a number of ideas to aid teachers in helping students become better writers and observers.

Lee, D. M., and J. B. Rubin. Children and Language: Reading and Writing, Talking, and Listening. Belmont, CA: Wadsworth, 1979.
Explains and describes the teaching of language arts from the natural perspective. Recent research in language development of young children indicates a common process by which ability in all the language arts is developed. This language-thinking process focuses on the active, structuring role of the child as learner, the use of meaning and purpose as primary strategies in making sense of the language system, and the role of several environmental characteristics as crucial to the process. They have integrated the language arts on the base of common process of development.

Lee, Joyce. Have We Taught Them to Read at the Expense of Teaching Them to Write? Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 226 322).
Describes an experimental change of focus remedial program designed to close the gap between reading and writing by placing greater emphasis on overcoming writing skill deficits than on overcoming reading skill deficits.

Lehr, Fran. "ERIC/RCS Report: Developing Language and Thought Through Creative Drama." Language Arts, March 1983, pp. 385-389. (EJ 277 940).
Examines materials in the ERIC database that deal with the use of creative drama as a language arts teaching tool. Discusses the nature of creative drama and activities for the classroom.

Lehr, Fran. "ERIC/RCS Report: Instructional Scaffolding." Language Arts, October 1985, pp. 667-672. (EJ 323 415).
Discusses materials in the ERIC system that deal with the concept of scaffolding, building on children's natural language, and ways teachers have translated the concept into instructional strategies.

Lindfors, Judith W. "Research Currents: English for Everyone." Language Arts, January 1986, pp. 76-84. (EJ 327 898).
Presents the "Englishes" of children from different social backgrounds that are reflected in the forms and functions of their individual ways of communicating. Discusses implications of these language varieties for the classroom.

Loban, Walter. Language Development: Kindergarten Through Grade Twelve. NCTE Research Report No. 18. Urbana, IL: National Council of Teachers of English, 1976. (ED 128 818).
Explores differences between effective and non-effective language users and determines whether there is a sequence of predictable stages and rates of growth. Discusses use of both teacher ratings and standardized measures to assess oral language, written composition, reading, listening, and syntax.

Loomer, Bradley M. Educator's Guide to Spelling Research and Practice. Iowa City, IA: Iowa Department of Public Instruction and Project Spelling, The University of Iowa, 1978.
Summarizes research on teaching spelling. Suggestions for classroom practice.

Loomer, Bradley M., Jerry N. Kuhn, and Beatrice A. Furner. The Problem Method, rev. ed. Iowa City, IA: University of Iowa, College of Education and Division of Extension and University Services, 1977.
Three articles. Loomer identifies factors which affect one's choice of method and values of the problem method. Kuhn focuses on applying the problem method to a content area, while Furner discusses the nature of the language arts curriculum and applying the problem method in personal exploration experiences, skill teaching, and concept exploration. Classroom examples of integration through in-context lessons and units are included.

Lundsteen, Sara W. Listening: Its Impact on Reading and the Other Language Arts, rev. ed. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1979. (ED 169 537).
Presents listening as a set of skills necessary for creative problem solving. Includes a taxonomy of listening skills, describes methods of evaluation, and contains techniques and activities for the elementary classroom.

Macrorie, Ken. Searching Writing. New York: Hayden Book Company, 1980.
An example-filled "context book" for carrying out sustained pieces of student research using primary and secondary sources. Discusses the importance of curiosity for research writing by students.

Macrorie, Ken. Telling Writing. Upper Montclair, NJ: Boynton Cook, 1985.
Sets the pace for a friendly learning climate and then challenges learners to connect their experience and ideas with those of accepted authorities. Breaks away from the deadly academic prose fostered by so many writing courses and enables students to write about and from their own experiences.

Macrorie, Ken. A Vulnerable Teacher. New York: Hayden Book Co., 1974.
Self-study reflecting Macrorie's development as a teacher of writing by examining successful and unsuccessful "writing workshops."

Macrorie, Ken. Writing to be Read. Rochelle Park, NJ: Hayden Book Co., 1976.
Offers a variety of writing activities to be attempted in the context of "a helping circle" of supportive peers. Includes papers by student writers and examples illustrating writing skills such as tightening, repeating, sharpening, controlling sounds, observing conventions, and so on.

Mandel, Barrett J., ed. Three Language-Arts Curriculum Models: Pre-Kindergarten through College. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 643).
Report of the NCTE commission on the English curriculum presents three curriculum models: the process or student-centered model, the heritage or traditional model, and the competencies model. Implications of each model are described through classroom examples for pre-K - grade 5, the middle school, high school, community college, and four-year college.

Marshall, Suzann. A Falling Leaf and Other Poetry Activities. Holmes Beach, FL: Learning Publications, 1983.

Martin, Nancy et al. Writing Across the Curriculum Pamphlets. Upper Montclair, NJ: Boynton Cook, 1983.
Argues that writing can be an instrument of learning, of reflections, and of discovery, rather than merely a means of recording or testing.

Martin, Nancy et al. Writing and Learning Across the Curriculum. London: Ward Lock Educational, 1976. (Available from Hayden Publishing).
Chapter one includes an overview of the James Britton study presented in Development of Writing Abilities. Also has sections on talk in the classroom, and the role of expressive writing in content area learning.

Martin, Nancy, Pat D'arcy, Bryan Newton, and Robert Parker. Writing and Learning Across the Curriculum 11-16. Upper Montclair NJ: Boynton Cook, 1976.
Emphasizes the interrelationship of spoken and written language and seeks to develop teaching techniques that would make writing more meaningful to students.

Maxwell, J. "Integrating the Language Arts." The National Elementary Principal, Vol. 55. 1965, pp. 64-72. (INFORMS Order No. X-4).

May, F. B. To Help Children Communicate: Mastery Performance Modules for Language Arts Teachers. Columbus: Charles E. Merrill, 1980.
Emphasizes basic skills, learning principles, and integration of the language arts. Child-centered strategies which rely on creative self-expression rather than drill are explored.

Mayher, John S., Nancy B. Lester, and Gordon M. Pradl. Learning to Write/Writing to Learn. Upper Montclair, NJ: Boynton Cook, 1983.
Draws upon the authors' experience with learning to write/writing to learn. Includes commentary from Calkins, Healy, Britton, Odell, and Parker.

Mayher, John S., and Nancy B. Lester. "Putting Learning First in Writing to Learn." Language Arts, September 1983, pp. 717-721. (EJ 286 516).
Writing to learn has become a fashionable idea in progressive language education circles. The authors try to assess the importance of learning in writing.

McCaslin, Nellie. Children and Drama, 2nd ed. Lanham, MD: University Press of America, 1986.
Stresses the exciting results that individual leaders can bring about in children's theater and the effect that drama has on the development of the child, both individually and in group situations.

McCaslin, Nellie. Creative Drama in the Classroom. New York: Longman, 1984.
Encourages a stronger emphasis on creative drama in the classroom. Discusses play structure, exercises in storytelling, and story dramatization.

McCroskey, James C. Quiet Children and the Classroom Teacher. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1977. (ED 147 915).
Provides a summary of current theory and research concerning why children are quiet, different kinds of quiet children, the phenomenon of communication apprehension, and classroom behavior of quiet children and quiet teachers.

Melton, David. Written and Illustrated by.... Kansas City, MO: Landmark Editions, 1985.
Practical and innovative ways to schedule authors for author-in-residence programming, children's literature festivals, and young author's day.

Miller, Bonnie L. Reading and Writing: Is There a Connection. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 227 477).
A language experience approach for teaching reading and writing together.

Miller, Bruce E. Teaching the Art of Literature. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 644).
Discusses literature as event, as object, and as message. Considers what makes a good reading, and what methods serve best to teach the encounter with any single work. Details four models for teaching single works.

Moffett, James. Active Voice. Upper Montclair, NJ: Boynton Cook, 1981.
Presents ideas for writing assignments, including processes and procedures, a rationale to justify the program to others, and describes a whole reading or literature program.

Moffett, James. Coming on Center. Upper Montclair, NJ: Boynton Cook, 1981.
Brings together ideas on language learning and curriculum innovation. Provides practical recommendations for specific ways of teaching reading and writing, and shows why some conventional means don't work and why change is worth undertaking.

Moffett, James. Teaching the Universe of Discourse. Boston: Houghton Mifflin, 1968.
Proposes a naturalistic language curriculum requiring a reorganization of traditional subject divisions with integration through the ways humans learn by symbolizing processes in thinking, speaking, listening, reading, and writing.

Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts and Reading K-13, 2nd ed. Boston: Houghton Mifflin, 1976.
Advances a model for K-13 curriculum in English, including oral and written language, and all expressive experiences. The critical element in language learning is the child's active involvement in using language.

Moffett, James, Miriam Baker, and Charles Cooper. Active Voices IV. Upper Montclair, NJ: Boynton Cook, 1986.
A collection of writings by college students based on the assignment sequences in James Moffett's widely used Active Voices.

Monson, Diane. "The Literature Program and the Arts." Language Arts, March 1982, pp. 254-258. (ED 259 370).
Discusses relating literature to drama and music in order to achieve an integrated language arts curriculum.

Monson, Diane, ed. Adventuring with Books: A Booklist for Pre-K - Grade 6. Urbana, IL: National Council of Teachers of English, 1985. (ED 264 588 and 205 989).
Annotates nearly 1,700 new children's books selected from approximately 7,000 published between 1981 and 1984. Literary and artistic quality were the primary criteria for selection on this booklist.

Moss, Joy F. Focus Units in Literature: A Handbook for Elementary School Teachers. Urbana, IL: National Council of Teachers of English, 1984. (ED 247 608).
The author uses literature in the classroom to help students become thoughtful and motivated readers and helps them develop critical thinking and creative writing skills through focus units.

Murray, Donald. A Writer Teaches Writing: A Practical Method of Teaching Composition. Boston: Houghton Mifflin, 1968.
Gives language arts teachers a method of teaching writing based on the experience of professional writers.

Murray, Donald M. Learning by Teaching. Upper Montclair, NH: Boynton Cook, 1982.
Murray is one of the pioneers of the process approach to teaching writing, and this book brings together 29 of the articles he has written in the past 15 years. He looks at writing and teaching from the perspective of a working writer and teacher.

Muther, Connie. "How to Evaluate a Basal Textbook: The Skills Trace." Educational Leadership, December 1984/January 1985, pp. 79-80. (EJ 311 604).
Discusses textbook evaluation and methods of instruction with a basal.

Myers, Miles. A Procedure for Writing Assessment and Holistic Scoring. Urbana, IL: National Council of Teachers of English and ERIC Clearinghouse on Reading and Communication Skills, 1980. (ED 193 676).
Outlines the steps necessary for assessing writing samples. Discusses topic selection, directions, scoring, and the reporting of results.

Myers, Miles. The Teacher-Researcher: How to Study Writing in the Classroom. Urbana, IL: National Council of Teachers of English, 1985. (ED 261 394).
Written for teachers eager to find ways of applying the expertise they have acquired through classroom experience to more formalized research into their students' writing skills and how they can best be developed.

Myers, Miles, and James Gray, eds. Theory and Practice in the Teaching of Composition. Urbana, IL: National Council of Teachers of English, 1983. (ED 227 515).
Looks at writing instruction with two viewpoints: that of influential composition theorists and researchers and that of experienced teachers.

National Council of Teachers of English. "Guidelines for Nonsexist Use of Language in NCTE Publications." Language Arts, March 1976, pp. 329-335. (INFORMS Order No. X-5).
Bases the guidelines on the assumption that the sexist usage of language aids in arbitrary assignation of roles to both men and women and would be better ommitted. Eliminates sexist language patterns and language usage of students and thus can help promote language that opens rather than closes possibilities to women and men.

National Society for the Study of Education. Individual Differences and the Common Curriculum. Edited by G. D. Fenstermacher and J. I. Boodlad. In The Eighty-second Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1983.

National Society for the Study of Education. The Teaching of English. Edited by J. R. Squire. In The Seventy-sixth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1977.

NCTE Committee to Revise High Interest-Easy Reading: For Junior and Senior High School Students. High Interest-Easy Reading. Urbana, IL: National Council of Teachers of English, 1984.

Neill, Shirley Boes. Teaching Writing: Problems and Solutions. Sacramento, CA: American Association of School Administrators, 1982.
Presents suggestions from experts and examples from school systems that have dealt with the issue of writing.

Newkirk, Thomas. Only Connect. Upper Montclair, NJ: Boynton Cook, 1986.
Examines the historical reasons for the paradoxical schism between reading and writing in schools and colleges and presents powerful arguments for uniting these two aspects into a single activity.

Newkirk, Thomas, and Nancie Atwell. Understanding Writing: Ways of Observing, Learning, and Teaching. Urbana, IL: National Council of Teachers of English, 1982. (ED 227 485).
A collection of 20 articles for K-8 teachers concerned with beginning a new writing program and evaluating student progress.

Newman, Judith. Whole Language: Theory in Use. Portsmouth, NH: Heinemann Educational Books, 1985.
Shows how whole language theory can be put into practice and suggests ways teachers can create a learning context in which reading and writing become tools for finding out about the world.

Norton, D. E. The Effective Teaching of Language Arts. Columbus: Charles E. Merrill, 1980.
Presents chapters on language acquisition and oral language development, through listening, handwriting, spelling, grammar, etc., to literature, reading, media, library and ends with the linguistically different child and classroom organization.

Norton, D. E. Through the Eyes of a Child: An Introduction to Children's Literature. Columbus, OH: Charles E. Merrill, 1983.
Treats children's books seriously—and as literature. Pursues the study of form in poetry. Each chapter ends with a section on ways to encourage children's interest in the genre presented.

Norton, Donna E. Language Arts Activities for Children. New York: Charles E. Merrill, 1980.
Presents 134 activities for oral language development, listening, use of literature, media, and mechanics.

Nugent, Susan Monroe, ed. Developing Audience Awareness. Urbana, IL: National Council of Teachers of English, 1985. (ED 265 551).
Focuses on how teachers help students become better writers by having them concentrate on audience.

O'Connor, J. Regis. Speech: Exploring Communication. Englewood Cliffs, NJ: Prentice-Hall, 1981.
Standard speech text which covers many areas of speech communication. The elements of communication unit offers a good introduction to listening skills; the interpersonal unit focuses on telephone use, interview skills, conversational skills, and traditional group discussion. Brief activities are included for each unit.

Odum, Helen P. Integrating Writing into the Elementary Language Arts Curriculum: Let's Put Writing in its Place. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1980. (ED 199 744).
Teachers must take advantage of the fact that children have a natural urge to write before they want to read. Since writing contributes to reading comprehension and helps to focus thinking skills, reading and writing should be taught in a way that highlights opportunities for observing the connections between oral and written language.

Ohio State Department of Education. Elementary Language Arts: Strategies for Teaching and Learning. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1982. (ED 262 438).
Intended for use as an inservice tool for elementary school teachers and as an independent study tool. Provides a framework for designing language experiences in the classroom.

Ohio State University. Just Me. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1974. (ED 114 691).
The learning experiences in this document are designed to develop self awareness.

Page, William D., and Gay Su Pinnell. Teaching Reading Comprehension: Theory and Practice. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1979. (ED 169 478).
Based on a discussion of the uses of language and reading; contains many classroom suggestions applying reading theory.

Pappas, Helen et al. Learning the ABC's Through D—Dramatics. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1980. (ED 188 137).
Use of creative dramatics activities to develop high-level thinking processes.

Parker, Robert P., and Frances A. Davis, eds. Developing Literacy: Young Children's Use of Language. Newark DE: International Reading Association, 1983. (ED 252 843).
Discusses the nature of reading and language as a thinking process, stressing the relationships among reading, writing, speaking, and listening.

Pearson, P. David. "Changing the Face of Reading Comprehension Instruction." The Reading Teacher, April 1985, pp. 724-738. (EJ 313 546).
Draws on research, theory, and experience to support six changes in the way reading comprehension is taught.

Pearson, P. David, ed. Handbook of Reading Research. New York: Longman, 1984.
Provides the intelligent layperson with the tools for analysis, so that in turn such readers can become not merely knowledgeable about research, but critical of what they read. Gives a full account of many important studiesin the reading field, and offers detailed information on the experimental techniques used, their strengths and weaknesses, and alternative approaches being developed.

Pearson, P. David, and Dale D. Johnson. Teaching Reading Comprehension. Chicago: Holt, Rinehart, and Winston, 1972.
Attempts to integrate theory and practice. Introduces basic issues and conflicts in using the comprehension instruction model of the comprehension process.

Pearson, P. David and Linda Fielding. "Research Update: Listening Comprehension." Language Arts, September 1982, pp. 617-629. (EJ 267 032).
Discusses four aspects of listening comprehension, citing supportive research: (1) what is involved in listening comprehension, (2) whether it be taught, (3) how it is related to reading comprehension, and (4) what other factors affect listening comprehension. Provides recommendations for teaching.

Personke, Carl, and Albert H. Yee. Comprehensive Spelling Instruction: Theory, Research, and Application. Scranton: International Textbook Company, 1971, (out of print).
Provides the framework for a theoretical model of spelling behavior, along with discussion of several controversial issues. Seven of the nine chapters are available in sources of first publication:

1. National Council of Teachers of English.
   Albert H. Yee. "The Generalization Controversy in Spelling Instruction." Elementary English, Vol. 43,February, 1966, pp. 154-161. (INFORMS Order No. X-6).
   Carl Personke and Albert H. Yee. "A Theoretical Model of Spelling Behavior." Elementary English, Vol. 43, March, 1966, pp. 278-284. (INFORMS Order No. X-7).
   Carl Personke and Albert H. Yee. "The Situational Choice and the Spelling Program." Elementary English, Vol. 45, January, 1968, pp. 32-37. (INFORMS Order No. X-8).
   Carl Personke and Lester Knight. "Proofreading and Spelling: A Report and a Program." Elementary English, Vol. 44, November, 1967, pp. 768-784. (INFORMS Order No. X-9).

2. University of Chicago Press.
   Carl Personke. "Spelling Achievement of Scottish and American Children." Elementary School Journal, Vol. 66, March, 1966, pp. 337-343. (INFORMS Order No. X-10).
   Carl Personke. "Effect of Systematic Instruction on Ability to Generalize in Spelling." Elementary School Journal, Vol. 68, November, 1967, pp. 71-75. Copyright 1967 by the University of Chicago. (INFORMS Order No. X-11).

3. Dembar Educational Research Services.
   Albert H. Yee. "Is the Phonetic Generalization Hypotheses in Spelling Valid?" Journal of Experimental Education, Vol. 37, Summer, 1969, pp. 82-91. (INFORMS Order No. X-12).

Perspectives on the Assessment of Speaking and Listening Skills for the 1980's. AERA Symposium. Portland, OR: Northwest Regional Educational Laboratory, 1981. (ED 210 748); also available from Speech Communication Association.

Petersen, Bruce T., ed. Convergences: Transactions in Reading and Writing. Urbana, IL: National Council of Teachers of English, 1986. (ED 265 568).
The processes of reading and writing are seen as inseparably linked. This collection of 16 essays is based on the premise that a transactional model of reading and writing will lead to the convergence of these processes in literature, composition, and language classrooms.

Petrosky, Anthony, and David Bartholomae, eds. Volume Two: The Teaching of Writing. Chicago: The National Society for the Study of Education, 1985.
Presents ideas on writing and its importance to learning.

Petty, W. T., and Fielding, L. Developing Children's Language. Boston: Allyn and Bacon, 1980.
Defines language and language arts, surveys language learning, and describes the development of language instruction.

Phelps-Gunn, Trisha, and Diane Phelps-Terasaki. Written Language Instruction. Rockville, MD: Aspen Systems Corporation, 1982.
Summarizes the diverse theories, research studies, and instructional programs devised to improve oral and written competence. Provides an overview of writing competence.

Pikulski, John J., and Timothy Shanahan, eds. Approaches to the Informal Evaluation of Reading. Newark, DE: International Reading Association, 1982. (ED 215 328).
Describes informal evaluation procedures teachers can use in planning a reading instructional program.

Pinnell, Gay Su, ed. Discovering Language with Children. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 645).
Presents research findings and classroom suggestions for early language development.

Ploghoft, Milton, and James Anderson. Teaching Critical Television Viewing. Springfield, IL: Charles Thomas, 1982.
Provides a handy guide to concepts in Teaching Critical Television Viewing Skills and background for the educator charged with producing an inservice training program for teachers.

Posner, G. J., and Rudnitsky, A. N. Course Design: A Guide to Curriculum Development for Teachers. New York: Longman, 1982.
Includes a sample course on metrics for primary age students and offers a tidbit for elementary teachers as well. Develops a course rationale in conceptual mapping.

Powell, David. What Can I Write About? 7,000 Topics for High School Students. Urbana, IL: National Council of Teachers of English, 1981. (ED 204 814).
Provides 12 different categories of writing: comparison and contrast, definition, process, critical writing, research reports, description, etc.

Ratliff, Gerald Lee. Beginning Reader's Theatre: A Primer for Classroom Performance. Annadale, VA: Speech Communication Association, 1981.
After presenting the principles and uses of reader's theatre, this book outlines 19 classroom activities. A TRIP booklet.

Richmond, Virginia, and James McCraskey. Communication: Apprehension, Avoidance, and Effectiveness. Scottsdale, AZ: Gorsuch Scarisbrick, 1985.

Roettger, Doris. Book Professionals. Volumes for grade 3 through 6. Johnston, IA: Heartland Area Education Agency #11, 1982-1986.
Contains individual teaching guides for 14 to 20 literary works which may be used in small groups or a class setting.

Rosenblatt, Louise. Literature as Exploration, rev. ed. New York: Noble and Noble, 1968.
Rosenblatt's transactional theory is important for people concerned with readers at any level. Her treatment of the personal experience of literature, interaction of book and reader, includes many suggestions for merging analytical and affective concerns.

Roser, Nancy, and Margaret Frith, eds. Children's Choices: Teaching with Books Children Like. Newark, DE: International Reading Association, 1983.
Offers suggestions for effective classroom use of children's favorite books. Suggests which books and poems to use, how to structure the classroom, how to encourage writing, and how to stimulate children's responses to literature.

Ross, R. L. Storyteller. Columbus, OH: Charles E. Merrill, 1980.

Roth, Rita. "Practical Use of Language in School." Language Arts, February 1986, pp. 134-142. (EJ 329 397).
Stresses the importance of language play and the crucial role it has in the learning process.

Rubin, Donald et al. "A Review and Critique of Procedures for Assessing Speaking and Listening Skills Among Preschool Through Grade Twelve Students." Communication Education, Vol. 31, October 1982, pp. 285-303. (EJ 269 692).
Reviews 45 assessment instruments with respect to content domains, response and scoring procedures, administrative feasibility, target populations, and potential sources of test bias.

Russell, Connie. "Putting Research into Practice: Conferencing with Young Writers." Language Arts, March 1983, pp. 333-340. (EJ 277 935).
Describes how one sixth grade writing instructor successfully introduced writing conferences into the classroom. Discusses some of the problems encountered, how they were resolved, and the final procedures used for peer and teacher conferences.

Salisbury-Wills, Barbara. Theatre Arts in the Elementary Classroom K-3. New Orleans, LA: Anchorage Publishing, 1986.

Salisbury-Wills, Barbara. Theatre Arts in the Elementary Classroom 4-6. New Orleans, LA: Anchorage Publishing, 1986.

Samuels, S. Jay. "Characteristics of Exemplary Reading Programs." In Comprehension and Teaching, edited by John T. Guthrie. Newark, DE: International Reading Association, 1981. (ED 203 299).

Santa, Carol M., and Bernard L. Hayes, eds. Children's Prose Comprehension: Research and Practice. Newark, DE: International Reading Association, 1981. (ED 198 492).
Shares ideas about children's reading comprehension from an interdisciplinary perspective.

SCA Guidelines for Competencies in Speaking and Listening for High School Graduates. Brochure available from the Speech Communication Association. 5105 Backlick Road No.E, Annandale, VA. 22003. Single copy free with self-addressed stamped envelope. Request No. 414. Also a brochure available for elementary.

Schaff, Joanne. The Language Arts Idea Book: Classroom Activities for Children. Glenview, IL: Scott, Foresman, and Co., 1976. How-to directions for the teacher for whole language activities, projects, and games involving combinations of reading, writing, talking, and listening. Much language production and content learning involved.

Schmidt, William H. et al. Curriculum Integration: Its Use in Language Arts Instruction. Research Series No. 140. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1983. (ED 241 942).
Examines the amount and kinds of language arts curriculum integration that occurs in the natural elementary school classroom setting, the contextual factors associated with such integration, and the relationship between teachers' thinking about this subject and the occurrence of integration in their classrooms.

Schrank, Jeffrey. Understanding Mass Media. Lincolnwood, IL: National Textbook Co. 1986.
Covers all aspects of mass media, including how media affects our image of the world, issues of freedom of speech, and the future of the media.

Schwartz, Judy I. Integrating the Day Through Language Experience. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1976. (ED 141 765).
Language experience can integrate the curriculum through planned and spontaneous activities, regardless of the student's age or level of skill.

Sealey, Leonard et al. Children's Writing: An Approach for the Primary Grades. Boston: Allyn and Bacon, 1980.
Defines three basic categories of writing: writing to communicate ideas and get things done (transactional writing); writing to express personal feelings and ideas (expressive writing); and writing to express ideas by using a particular pattern or art form (poetic writing).

Searle, Dennis. "Scaffolding: Who's Building Whose Building?" Language Arts, September 1984, pp. 480-483. (EJ 304 042).
Discusses how the concept of "scaffolding"-adult support of children's attempts to achieve an intended language outcome-has been somewhat misused in the schools, resulting in the support of the teacher's intentions rather than those of the child.

Segal, Judith W., Susan F. Chipman, and Robert Glaser. "Thinking and Learning Skills." Educational Leadership, pp. 85-87, September 1984. (EJ 306 683).
Focuses on improving cognitive skills in older children and adolescents. Explores the range of current approaches to the instruction of cognitive skills and researches questions with emphasis on issues for future research.

Sharp, Peggy Agostino. "Teaching with Picture Books Throughout the Curriculum." Reading Teacher, November 1984, pp. 132-137. (EJ 306 576).
Shows that picture books can be used effectively in teaching all areas of the elementary school curriculum. Describes lessons in mathematics, language arts, science, social studies, and art which use picture books.

Shirley, Fehl. Giving New Life to Critical Thinking/Reading Skills. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1981. (ED 210 666).
Describes the four steps of the Gray model to critical thinking/reading process (word perception, comprehension of persuasive language, student judgment of the soundness of the arguments, and the integration of the processes of critical reading into the student's experience) and suggests instructional techniques for each step.

Shugert, Diane P., ed. Writing for Real Audiences. Urbana, IL: National Council of Teachers of English, 1983. (ED 263 605).
Suggests ways to help students visualize a real audience for their writing.

Siks, G. B. Drama with Children. New York: Harper and Row, 1983.
Demonstrates how drama (play-acting, role playing, improvisation, etc.) can be incorporated into the basic educational program of an elementary school. The book is divided into three parts: drama in education, teaching the art of drama, and teaching through drama.

Singer, Harry, and Robert B. Ruddell. Theoretical Models and Processes of Reading. Newark, DE: International Reading Association, 1985. (ED 262 389).
Focuses on the progress in reading theories that cover the areas of historical changes in reading, processes of reading, models of reading, and teaching and research issues.

Sloyer, Shirlee. Readers Theatre. Urbana, IL: National Council of Teachers of English, 1982. (ED 217 494).
Provides teachers of grades K-6 with complete directions for creating readers theatre in the classroom, highlighting its unique advantages for teaching an integrated language arts curriculum.

Smith, Frank. Essays into Literacy: Selected Papers and Some Afterthoughts. Portsmouth, NH: Heinemann Educational Books, 1984.
Smith has been among the most provocative and authoritative influences on education throughout the English-speaking world, combining scholarly research into the nature of reading and writing with a unique focus on what literacy means to the individual and especially to the beginner. This volume contains a number of his classic papers.

Smith, Frank. "The Language Arts and the Learner's Mind." Language Arts, February 1979, pp. 118-125. (EJ 204 433).
Suggests ways that speaking and listening, reading, and writing can be brought together in the learner's mind.

Smith, Frank. "Myths of Writing." Language Arts, October 1981, pp. 792-798. (EJ 253 707).
Clarifies 21 misconceptions about the nature of writing, how writing is learned, the act of writing, and who can teach writing.

Smith, Michael W. Reducing Writing Apprehension. Urbana, IL: National Council of Teachers of English, 1984. (ED 243 112).
Develops a series of sample lessons that teachers can use to help students reduce their apprehension about writing.

Sorgman, Margo et al. "Sidewalks that Never End: An Interdisciplinary Approach to Learning." Language Arts, April 1977, pp. 408-410. (EJ 158 579).
Presents 11 groups of activities students can undertake which deal with sidewalks and which involve both social studies and language arts skills.

Squire, James R. "Composing and Comprehending: Two Sides of the Same Basic Process." Language Arts, May 1983. pp. 581-589. (EJ 280 831).
Argues that composing and comprehending are process-oriented thinking skills that are basically interrelated, and suggests ways that these skills can be taught.

Stafford, Gene. Developing Effective Classroom Groups: A Practical Guide for Teachers. New York: Hart Publishing Company, 1977.
Based on the author's teaching experience, this book establishes five stages for group development in the classroom and offers many structured activities for each stage. Especially helpful for grades 7-10.

"Standards for Basic Skills Writing Programs." College English, October 1979, pp. 220-222. (EJ 210 765).
Contains 19 standards for basic writing programs, covering teaching and learning support and program evaluation.

Stanford, Barbara Dodds, and Gene Stanford. Thinking Through Language, Book Two. Urbana, IL: National Council of Teachers of English, 1985. (ED 260 435, Guide-ED 260 434).
Students have the opportunity to work through both linear and holistic thinking experiences, begin to distinguish between them and consiously choose the appropriate function. Primarily designed for senior high students.

Stanford, Gene, and NCTE Committee on Classroom Practices. Classroom Practices in Teaching English, 1980-1981, Dealing with Differences. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 639).
Contributors to this collection of 24 papers focus on exceptional students in today's classroom.

Steil, Lyman K. "Listen and Learn: Improving Listening Across the Curriculum." Curriculum Review, Vol. 23, February 1984, pp. 13-16. (EJ 297 007).
Effective listening is not inherent. It is a set of learned knowledge, attitudes, and behaviors which can be improved.

Steil, Lyman et al. Effective Listening. Reading, MA: Addison-Wesley, 1983.
The high school student can easily digest and profit from this book. Its purpose is to improve the reader's knowledge, attitudes, and skills in the art of listening.

Stewig, J. W. Exploring Language Arts in the Elementary Classroom. New York: Holt, Rinehart, and Winston, 1983.

Stewig, John W. Informal Drama in the Elementary Language Arts Program. New York: Teachers College Press, Columbia University, 1983.
States that drama, one of the valid techniques of effective teaching, is in danger of being abandoned. Describes what drama is, how to use it with children, and why it should be part of elementary curricula.

Stewig, John W. Read to Write: Using Children's Literature as a Springboard to Writing. New York: Holt, Rinehart, and Winston, 1980.

Stibbs, Andrew. Assessing Children's Language: Guidelines for Teaching. London: Ward Lock Educational, in association with the National Association for the Teaching of English, 1979. (Available from National Council of Teachers of English or Hayden Publishing Co.) (ED 192 330).
Illustrates ways of assessing writing and reading as a basis for discussing "what we are assessing." Contrasts a narrow view and a complex view of "basics." Assesses tests and examinations for reading and writing alternatives including personal judgment, observation and checklists, and self-assessment.

Stotsky, Sandra. "Research on Reading/Writing Relationships: A Synthesis and Suggested Directions." Language Arts, May 1983, pp. 627-642. (EJ 280 836).
Reviews the research relating reading and writing, offers instructional implications of that research, and points out directions for further study.

Streff, Craig R. "The Concept of Inner Speech and its Implications for an Integrated Language Arts Curriculum." Communication Education, July 1984, pp. 223-230.
Reviews research that analyzes the functional and structural characteristics of inner speech. Discusses the implications of this research for the teaching of an integrated language arts curriculum.

Task Force on Measurement and Evaluation in the Study of English. Common Sense and Testing in English. Urbana, IL: National Council of Teachers of English, 1975. (ED 108 218).
Describes various tests commonly given, discusses their limitations, and suggests ways of informing various audiences of these limitations. Suggests criteria for test selection and for interpreting and using test results.

Taylor, Denny. Family Literacy: Young Children Learning to Read and Write. Portsmouth, NH: Heinemann Educational Books, 1983.
A systematic way of looking at reading and writing activities which has consequences in the family and is affected by family life.

Taylor, Denny, and Dorothy S. Strickland. Family Storybook Reading. Portsmouth, NH: Heinemann Educational Books, 1986.
Provides accounts of parents sharing storybooks with children. The reader becomes acquainted with the special role that storybook reading plays in family life and in the acquisition of language and literacy skills.

Tchudi, Stephen, ed. Language, Schooling, and Society. Urbana, IL: National Council of Teachers of English, 1985. (ED 263 596).
Since the Dartmouth Conference of 1966, what has happened in the language arts? This and related issues concerned representatives from the International Federation for the Teaching of English. The articles found in this volume represents authorities from England, Australia, Canada, New Zealand and the United States who dealt with these issues in November of 1984.

Teaching Composition: A Position Statement. Urbana IL: National Council of Teachers of English, 1985. (EJ 305 327).
The NCTE Commission on Composition states these essential principles in the teaching of writing. It is written for teachers, parents, and administrators.

Temple, C. A., R. G. Nathan, and N. A. Burris. The Beginnings of Writing. Boston: Allyn and Bacon, 1982.
Covers three areas of writing: precursors (picture and scribble writing), spelling, and composition. Explains stages of development in each area and provides children's writing samples to support their theoretical discussion.

Temple, C., and J. W. Gillett. Language Arts: Learning Processes and Teaching Practices. Boston: Allyn and Bacon, 1984.

Thaiss, Christopher. Language Across the Curriculum. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1984. (ED 250 699).
Examines the notion of language across the curriculum, or teaching writing, reading, speaking, and listening as interdependent skills rather than as separate subjects.

Thaiss, Christopher. Language Across the Curriculum in the Elementary Grades. Urbana, IL: National Council of Teachers of English, 1986.
Describes the language across the curriculum approach to learning, in which talking, writing, listening, and reading play critical roles in teaching all subject matters.

Thaiss, Christopher, and Charles Suhor, eds. Speaking and Writing K-12. Urbana, IL: National Council of Teachers of English, 1984. (ED 247 607).
Presents a simple two-fold goal: to make recent research on oral communication and writing accessible to teachers and parents, and to present practical classroom-tested applications of this research.

Thomas, Ellen Lamar. Reading Aids for Every Class. Boston: Allyn and Bacon, 1980.

Tiedt, I. M. Teaching Writing in K-8 Classrooms: The Time Has Come. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Tough, Joan. Listening to Children Talking. Portsmouth, NH: Heinemann Educational Books, 1985.
Examines the way in which children develop language, considers children with special needs in using language, and helps teachers identify a range of uses of language to find out what the child has already learned to do with language.

Tough, Joan. Talk for Teaching and Learning. Portsmouth, NH: Heinemann Educational Books, 1984.
Discusses the nature of children's learning, the process of communication and the purpose of education from age 7 to 13.

Tough, Joan. Talking and Learning: A Guide to Fostering Communication in Nursery and Infant Schools. Portsmouth, NH: Heinemann Educational Books, 1984.
Helps teachers recognize and use opportunities for promoting communication skills that arise during the normal activities of nursery and early primary schools.

Tovey, Duane R., and James E. Kerber. Roles in Literacy Learning: A New Perspective. Newark, DE: International Reading Association, 1986. (ED 264 535).
The growing body of thought and research on how children become literate has led to a greater understanding of children's language processing abilities. Explores ways to help children fulfill their role of active learners and processers of written language.

Trelease, Jim. The Read-Aloud Handbook. Newark, DE: International Reading Association, 1985. (ED 226 330).
Why read aloud to children? For the same reason you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity and to inspire. This handbook tells teachers and parents why and how to read aloud.

Tway, Eileen. Time for Writing in the Elementary School. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1984. (ED 240 588).
Presents well-structured activities such as the journal, bookmaking, and newscast projects that help students learn to write by providing the time to write.

Tway, Eileen. Writing Is Reading: 26 Ways to Connect. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985. (ED 253 877).
Reviews current research on the relationship between reading and writing, and presents activities using the 26 letters of the alphabet.

Unruh, G. C., and A. Unruh. Curriculum Development: Problems, Processes and Progress. Berkeley, CA: McCutchen, 1984.
Blends history, research, and theory into procedures to solve curricular problems. Gives direction to curriculum.

Verriour, Patrick. "Drama, Distance, and the Language Process." Language Arts, April 1985, pp. 385-390. (EJ 315 077).
Examines how the varying degrees of distance in drama may help children engage in more abstract levels of thought and language.

Verriour, Patrick. "Toward a Conscious Awareness of Language Through Drama." Language Arts, September 1983, pp. 731-736. (EJ 286 518).
Discusses the role of language in drama in education. Examines the levels at which drama can enhance learning and understanding of language: social, symbolic, and reflective.

Wagner, Betty Jane. Integrating the Language Arts. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985. (ED 263 627).
Provides a rationale for an integrated language arts curriculum and defines integrating the language arts curriculum as providing natural learning situations in which reading, writing, speaking, and listening can be developed for real purposes and real audiences.

Wagner, Betty Jane. "ERIC/RCS Report: Integrating the Language Arts." Language Arts, September, 1985, pp. 557-560. (EJ 322 101).
Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed for real purposes and real audiences in the self-contained elementary classroom.

Waterhouse, Lynn H., Daren M. Fischer, and Ellen Bouchard Ryan. Language Awareness and Reading. Newark, DE: International Reading Association, 1980. (ED 186 864).
The relationships between children's language awareness and reading are examined from the perspective of some prominent theories about the link between thought and language.

Watson, Kittie W. "Listening: Who's Testing What?" Curriculum Review, Vol. 23, February 1984, pp. 20-21. (EJ 297 009).
Many commonly administered listening tests are more closely related to general mental ability than to listening. Developing a valid measure is difficult.

Way, Brian. Development Through Drama. New York: Humanities Press, 1967.
Suggestions for drama experiences for classrooms at all levels woven into a theory of development. Stresses the issues as purposes for drama, discipline and inner control, and program progression.

Weaver, Carl H. Human Listening, Processes, and Behavior. Indianapolis: Bobbs-Merril, 1972.
Presents listening behavior as part of the communication process in a framework of social and psychological theory. Offers strategies for changing listening behavior and appendices on teaching and testing listening.

Weaver, Constance. Grammar for Teachers: Perspectives and Definitions. Urbana, IL: National Council of Teachers of English, 1979. (ED 168 053).
Discusses the nature of language processes and the use of the teacher's knowledge of grammar. Part two is a grammar handbook discussing the structure of English using three grammars: traditional, structural, and transformational.

Wells, C. Gordon. Learning Through Interaction: The Study of Language Development. New York: Cambridge University Press, 1981.
An introduction to the field of language development. Gives an overview of (a) what skills characterize normal language use, (b) what is involved in learning to talk, (c) how children make the transition from talking at home to talking at school, and (d) how oral and written use of language are related.

Wells, Gordon. The Meaning Makers: Children Learning Language and Using Language to Learn. Portsmouth, NH: Heinemann Educational Books, 1986.
Studies children's language, literacy, and learning and follows the development of a representative sample of children from their first words to the end of their elementary education.

Welty, Eudora. One Writer's Beginnings. Cambridge: Harvard University Press, 1984.
Glows with luminous childhood memories.

Wiemann, Mary O., and John M. Wiemann. Nonverbal Communication in the Elementary Classroom. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1975. (ED 113 771).
Describes many activities through which children can improve their ability to communicate by becoming aware of their own nonverbal behavior.

Willbrand, Mary Louise, and Richard D. Rieke. Teaching Oral Communication in Elementary Schools. New York: Macmillan Publishing Co., 1983.
Provides a practical guide for teachering oral skills in the elementary grades. Covers various areas of communication, delving into philosophies, methods, and activities.

Wilson, Leslie R. The Broader Educational Community Looks at Communication Education: What are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction - English. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1984. (ED 249 551).
Many of the current reports on the state of education refer to the importance of oral communication skills, but such skills have not received their rightful status at the high school level. This report gives speaking a new status and provides ways to implement oral communications into the present school curricula.

Winograd, Peter, and Marilyn Greenlee. "Students Need a Balanced Reading Program." Educational Leadership, April 1986, pp. 16-21. (INFORMS Order No. X-13).
A sound reading program combines skills mastery with reading for personal pleasure and information. A valid assessment of reading instruction looks at how well and how often students read.

Wolf, Florence L., N.C. Marsnik, W.S. Tracey, and R.G. Nichols. Perceptive Listening. New York: Holt, Rinehart, and Winston, 1983.
A comprehensive overview of listening theory and research with suggestions for application to listening behavior.

Wolvin, Andrew D., and C.G. Coakley. Listening. Dubuque, IA: Wm. C. Brown, 1985.
Reviews theory and research and includes suggested activities at beginning and advanced levels of skill development.

Wolvin, Andrew D., and Carolyn G. Coakley. Listening Instruction. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1979. (ED 170 827).
Presents an introduction to listening theory with 38 illustrative activities for teaching listening skills.

Wolvin, Andrew D. "Teaching Teachers to Listen." Curriculum Review, Vol. 23, February 1984, pp. 17-19. (EJ 297 008).
Teachers spend very little time as listeners. They view their roles as sources of communication, not receivers of it.

Wood, Barbara Sundene, ed. Development of Functional Communication Competencies Pre-K - Grade 6. Urbana, IL: National Council of Teachers of English, 1977. (ED 137 858).
Suggests ways of helping children master the major task of learning how to communicate.

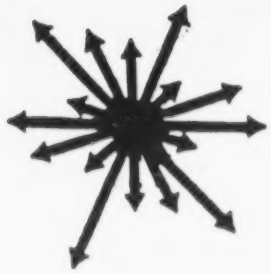
Wood, Barbara Sundene, ed. Development of Functional Communication Competencies Grades 7-12. Urbana, IL: National Council of Teachers of English, 1977. (ED 137 859).
Helps teachers assist adolescents to learn about the uses of language, to try them out, and to see what works in everyday life.

Work, William. "Speech Communication and Other Basic Skills: On Poor Relations and Strange Bedfellows." Communication Education, January 1982, pp. 82-91. (EJ 257 630).
Presents an annotated bibliography of resources from the ERIC database on the relationshjips between speech communication (speaking and listening) and the language skills of reading and writing.

Wray, David. Teaching Information Skills through Project Work. Newark, DE: International Reading Association, 1985. (ED 236 558).
Contains information on the Project Work approach to teaching reading.

Write On: Teaching Written Communication. Urbana, IL: National Council of Teachers of English, 1980. (ED 226 371).
Inservice resource from the Ohio Department of Education designed to reinforce good teaching practices and assist secondary teachers with instructional strategies for teaching writing skills.

Wyman, Linda, ed. Poetry in the Classroom. Urbana, IL: National Council of Teachers of English, 1984. (ED 265 549).
Focuses on the much-neglected theme of helping students discover poetry and teaching them to write poetry.



INFORMS

RETRIEVAL REQUEST

PLEASE RETURN THIS FORM TO OBTAIN FOLLOWUP MATERIALS

(To help maintain this FREE service, please use discretion when ordering.)

NAME:_____ DATE_____

MAILING ADDRESS:_____

_____

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If the user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of the copyright law.

ERIC Documents: (Microfiche copy will be provided. We reserve the right to limit.)

ED_____ ED_____ ED_____

ED_____ ED_____ ED_____

ED_____ ED_____ ED_____

ED_____

CIJE Citations: (Photocopy will be provided. We reserve the right to limit.)

EJ_____ EJ_____ EJ_____

EJ_____ EJ_____ EJ_____

EJ_____ EJ_____ EJ_____

EJ_____

Send your request to: INFORMS, Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146.